

Missouri Special Education Annual Performance Report

(Reporting Period July 1, 2003 through June 30, 2004)

Part B of the Individuals with Disabilities Education Act

March 2005

Department of Elementary and Secondary Education
Division of Special Education

Part B Annual Performance Report

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Missouri Department of Elementary and Secondary Education

Introduction

Background

Missouri began working on the Self-Assessment component of the Continuous Improvement Monitoring Process (CIMP) in July 2000, and the Self-Assessment was submitted to the Office of Special Education Programs (OSEP) in October 2002. The Self-Assessment process involved an analysis of existing data, and resulted in improved data collection methodologies, establishment of baselines, and most importantly, an increased focus on performance and outcomes of students with disabilities. Subsequent to the completion of the Self-Assessment, the Special Education Advisory Committee (SEAP) worked through a process which identified two priority areas. These areas were Elementary Achievement and Post-Secondary Outcomes. A third priority, monitoring of city/county jails, was added as a result of a finding of noncompliance in OSEP's response to the Self-Assessment.

The Division worked with Great Lakes Area Regional Resource Center (GLARRC) to design a process to arrive at strategies to address the priority areas. GLARRC facilitated two 2-day meetings with two groups of stakeholders during April 2003. One group dealt with elementary achievement and the second group dealt with post-secondary outcomes. The objectives for the initial meetings were

- To generate, clarify, classify and prioritize causal factors that inhibit a coordinated system and
- To analyze the root causes that inhibit a coordinated system.

The objectives for the second set of meetings were

- To review the system of root causes/barriers and improve outcomes
- To generate clarify, classify and prioritize strategies
- To construct alternative profiles of recommended strategies
- To build consensus on the profile of strategies and
- To map the influence relationship of the consensus profile.

The Improvement Plan, submitted to OSEP in July 2003, is a result of the work of these stakeholders.

Recent Developments

The Division is highly committed to the priority areas identified by the Special Education Advisory Committee and to the strategies outlined in the Improvement Plan and this Annual Performance Report. The Division was awarded a State Improvement Grant (SIG) that focuses on improving elementary achievement and post-secondary outcomes for students with disabilities which will serve to enhance these strategies.

A recent addition to Special Education resources available to school districts is Special Education Consultants located in Regional Professional Development Centers (RPDCs). These consultants are playing a major role in the implementation of the SIG scope of work. Special Education RPDC Consultants work with school districts, RPDC staff and other state consultants and supervisors to improve student academic performance in districts and/or schools as identified through data analysis and the priority school process. Special education RPDC consultants deliver and support Division of Special Education professional development initiatives including those relative to meeting performance goals and indicators.

Missouri was awarded a State Improvement Grant (SIG) August 2004. SIG dollars were earmarked to address elementary achievement, post-secondary outcomes and Part C to Part B transition. In order to allocate SIG dollars for elementary achievement and secondary transition, districts were grouped by RPDC regions and ranked by various performance measures. Approximately 50 districts were selected and notified that they were eligible to use SIG awards for professional development or programs to increase performance. These districts are working with the special education consultants to analyze data in order to develop improvement plans at which time the SIG awards can be used to implement the improvement plans.

Simultaneously to identifying districts for SIG assistance, Missouri was working to create a pilot process for focused monitoring of which elementary achievement and secondary transition are areas of focus. Ten districts that had been identified through the SIG analysis were having district accreditation reviews during 2004-05, and were therefore selected for the focused monitoring pilot process. DESE staff are currently conducting the focused monitoring reviews which include data analysis, file reviews and interviews with students, parents and district staff.

Both the SIG improvement planning process and the focused monitoring process will be evaluated at the end of 2004-05 and district progress will be monitored over the next several years.

Explanation of “Future Activities” sections

- Cluster/Probe – Refers to the cluster(s) and/or probe(s) to which the activity pertains
- Improvement Strategies – General description of the activity
- Future Activities to Achieve Projected Targets – More detailed activities which will lead towards attainment of targets
- Timelines – Planned timeline for completion of activity
- Resources – Designates section responsibilities and funding type

Cluster Area I: General Supervision (GS)

Question: Is effective general supervision of the implementation of the Individuals with Disabilities Education Act ensured through the state education agency's (SEA) utilization of mechanisms that result in all eligible children with disabilities having an opportunity to receive a free appropriate public education (FAPE) in the least restrictive environment (LRE)?

Probes:

- GS.I Do the general supervision instruments and procedures (including monitoring, complaint and hearing resolution, etc.), used by the SEA, identify and correct IDEA noncompliance in a timely manner?
- GS.II Are systemic issues identified and remediated through the analysis of findings from information and data collected from all available sources, including monitoring, complaint investigations, and hearing resolutions?
- GS.III Are complaint investigations, mediations, and due process hearings and reviews completed in a timely manner?
- GS.IV Are there sufficient numbers of administrators, teachers, related services providers, paraprofessionals, and other providers to meet the identified educational needs of all children with disabilities in the State?
- GS.V Do State procedures and practices ensure collection and reporting of accurate and timely data?

State Goal (for reporting period July 1, 2003 through June 30, 2004):

- Effective general supervision of the implementation of the Individuals with Disabilities Education Act is ensured through the State education agency's (SEA) utilization of mechanisms that result in all eligible children with disabilities having an opportunity to receive a free appropriate public education (FAPE) in the least restrictive environment (LRE).
- The Department of Elementary and Secondary Education has a proper method of monitoring and ensuring compliance in all programs providing special education and related services to youth with disabilities in city and county jails.
- The Department of Elementary and Secondary Education ensures that general and special education personnel are trained in appropriate content to improve the achievement of students with disabilities grades K-4.*
- The Department of Elementary and Secondary Education ensures that general and special education personnel are trained in the appropriate content to improve post-secondary outcomes of students with disabilities.*
- Special education personnel reporting system is used for data-based decisions to assist in improving the achievement of students with disabilities.*

*Also goal/indicator for students who are non-disabled.

Performance Indicators (for reporting period July 1, 2003 through June 30, 2004):

- GS.I The general supervision instruments and procedures (including monitoring, complaint and hearing resolution, etc.), used by the SEA, identify and correct IDEA noncompliance in a timely manner.
- GS.II Systemic issues are identified and remediated through the analysis of findings from information and data collected from all available sources, including monitoring, complaint investigations, and hearing resolutions.
- GS.III Complaint investigations, mediations, and due process hearings and reviews are completed in a timely manner.
- GS.IV There are sufficient numbers of administrators, teachers, related services providers, paraprofessionals, and other providers to meet the identified educational needs of all children with disabilities in the State.
- GS.V State procedures and practices ensure collection and reporting of accurate and timely data.

GS.I The general supervision instruments and procedures (including monitoring, complaint and hearing resolution, etc.), used by the SEA, identify and correct IDEA noncompliance in a timely manner.

1. Baseline/Trend Data and Analysis (for reporting period July 1, 2003 through June 30, 2004):

Missouri is currently in the fourth year (2004-05) of a five-year monitoring cycle during which all school districts in the state are reviewed. Special Education monitoring is completed in conjunction with the Missouri School Improvement Program (MSIP) district review and accreditation process. For a full description of the Special Education Monitoring system, see <http://www.dese.state.mo.us/divspeced/Compliance/MSIP/index.html>. In brief, districts attend training and complete a self-assessment the year prior to the MSIP review. The self-assessments are submitted to the Division, and monitoring staff use the self-assessment results combined with a desk review to determine which districts will receive an on-site monitoring. Some monitoring standards and indicators have been changed slightly during this cycle in response to findings from previous years, but the majority of the review has been consistent for this cycle. Performance standards are increasingly becoming more of a focus.

The table below shows that initial monitoring reviews find at least one area of noncompliance in more than 80% of districts, indicating that noncompliance is being identified. Many of the districts are found in compliance at the first follow-up. More detailed monitoring data are included under various clusters and probes throughout this report. Two main types of monitoring calls are made during a review.

- 1) Procedural compliance – when findings of non-compliance are made, districts are required to implement corrective action plans. Methods for ensuring correction of noncompliance are discussed in detail below.
- 2) Performance calls – Districts are evaluated in regard to performance data including, but not limited to, assessment, least restrictive environments, incidence rates, graduation and dropout rates. For each performance item indicated as “not met,” the agency must develop a plan to address the lack of progress. This plan must be documented through the agency’s annual special education program evaluation. An assurance statement also is provided to the agency stating that the agency will develop and implement a corrective action plan to address these performance goals. This assurance statement must be signed and returned to the Compliance Section within thirty calendar days from the date of the final report. Failure to meet a performance standard is not considered non-compliance, and follow-up reviews do not address the performance areas, however performance is evaluated on an on-going basis through the Special Education District Profiles.

District data for 3rd cycle of monitoring (2001-02 through 2005-06)

Year	Number of initial reviews	Number with areas of noncompliance	Percent non-compliant at initial review	Number cleared through follow-up	Number not cleared of non-compliance after follow-up
2001-02	102	87	85.3%	78	9
2002-03	100	94	94.0%	43	51
2003-04	107	106	99.1%	26	38 (42 not due)

Source: Missouri Division of Special Education - Compliance Monitoring System (CMS) as of 03/28/05

Not all districts with identified noncompliance have been cleared; however, results reported here are significantly improved since one year ago. In February 2005, DESE contracted with two former special education administrators to complete follow-up reviews with all districts that had remaining noncompliance. In addition to the contractors, Compliance staff were also focusing on completing follow-up reviews. Since January 2005, approximately 130 districts have been contacted, and 128 reports issued. Actions taken to correct remaining noncompliance include the following:

- For districts in Follow-up 3 or 4 status – a compliance supervisor has been assigned to work with each district individually. One-on-one technical assistance and/or training will be provided in order for these districts to be in full compliance by June 30, 2005. If districts are not in compliance after that point, sanction procedures will be implemented.
- For districts in Follow-up 2 status – these districts must submit their corrective action plan to the Compliance section by May 1, 2005. The plans will be approved or disapproved by Compliance staff. If disapproved, Compliance staff will design a corrective action plan for the district. Technical assistance and/or training will be provided in order for these districts to be in full compliance by November 1, 2005. If districts are not in compliance after that point, sanction procedures will be implemented.
- Districts that have received a final report resulting from an initial review during 2004-05 will receive a letter that clearly states that all noncompliance must be corrected within one year from the final report. These districts must also submit their corrective action plans for approval. These districts will be contacted six months and nine months after the date of the final report in order to assess progress in completing the corrective actions in order to ensure full correction of noncompliance within one year. If these districts are not in compliance within one year from the final report, sanction procedures will be implemented.

Additional information regarding timely correction of noncompliance is contained in the “Explanation of Progress and Slippage” section below.

Sanctions and Corrective Actions

The Missouri State Plan for Part B of the Individuals with Disabilities Education Act states that “the Missouri Department of Elementary and Secondary Education (DESE) may withhold, in part or whole, state and/or federal special and general education funds when a local education agency (LEA) is determined to be either unwilling or unable to provide FAPE. Such determination will be based on a LEA’s refusal or failure to comply with a corrective action or hearing decision as ordered by the DESE in:

- A. a monitoring report stemming from a monitoring for compliance with IDEA, Part B; or,
- B. a child complaint decision in which the LEA has been found out of compliance; or,
- C. a due process hearing decision of a state level hearing.”

The sanction of withholding payments will follow a failure to accomplish the corrective actions that are already required of the district as part of the DESE Division of Special Education complaint or monitoring review decision. Corrective actions may include, but are not limited to:

- Mandatory training for district personnel
- Mandatory use of state sample forms
- Mandatory evaluations or reevaluation to address outdated, incomplete or inaccurate evaluations
- Mandatory IEP meetings to address procedural violations or non-delivery of services on the IEP
- Mandatory district plans to outline the steps and documentation a district will institute to correct non-compliance issues
- Mandatory recovery of funds to address the misappropriation of either state or federal funds
- Mandatory educational records review to address systemic issues
- Mandatory posting/public dissemination of State monitoring reports
- Mandatory reporting by district staff on a regular basis to local governing board on progress toward correcting identified non-compliance

Missouri’s State Plan for Special Education currently only refers to the one sanction of withholding funds. Since DESE will be making revisions to the state plan in conjunction with the issuance of OSEP regulations for of IDEA 2004, a more comprehensive system of sanctions will be implemented with this revision.

Monitoring data for youth in city/county jails

	Total Districts/ Agencies Reviewed	Number out of compliance (initial)	Percent out of compliance (initial)
2003-04	32	20	62.5%

Compliance staff are currently processing the follow-up reviews for the twenty districts found to be out of compliance during 2003-04. If noncompliance has not been corrected at the time of the follow-up review, the same procedures as described for districts in follow-up 2 status will be implemented. The results of the follow-up reviews will be included in DESE's final report which is due to OSEP by June 27, 2005.

2. Targets (for reporting period July 1, 2003 through June 30, 2004):

- Focus monitoring and technical assistance on areas identified as problem areas in previous monitoring and child complaints.

3. Explanation of Progress or Slippage (for reporting period July 1, 2003 through June 30, 2004):

Alan Coulter from the National Center on Special Education Accountability Monitoring (funded by OSEP) is working with Missouri to establish a focused monitoring system for the next five-year cycle which begins with the 2006-07 school year. A pilot focused review process is being conducted with ten districts across the state in spring 2005. Focus areas are elementary achievement and secondary transition. This pilot will be evaluated at the end of 2004-05 and refined as necessary. The pilot will be continued in 2005-06 with full implementation expected in 2006-07 which is the beginning of the fourth cycle of MSIP.

Progress Report: Effective General Supervision – Timely Correction of Noncompliance

All but three (3) final monitoring reports for 2003-04 initial reviews were issued by September 1, 2004. The three not issued by this date were for charter schools that received on-site visits in late May 2004. Those reports were issued during the month of September.

All districts in follow-up status are being notified as described above. The results of these procedures will be that all noncompliance will have been corrected or sanction procedures implemented for all districts whose final report was issued more than one year ago.

Internal procedures have been developed to manage the review of corrective action documentation submitted as required. The Compliance Section Data Specialist has established a "tickler" system in the Compliance Management System (CMS) for six (6) and nine (9) months post initial review, if the district has a Corrective Action Plan (CAP). Monthly reports are given to the compliance supervisor responsible for the district so that they may follow-up with districts on their CAP submissions.

Final monitoring reports in the 2004-2005 school year have not included specific corrective actions for each area of systemic noncompliance identified. This will be done beginning with the 2005-2006 school year. Districts will be required to submit a Corrective Action Plan to the Division of Special Education specifying how they will correct their non-compliance and the timeline for achieving such. Districts that have received a final report resulting from an initial review during 2004-05 will receive an additional letter that clearly states that all noncompliance must be corrected within one year from the final report. This statement will be included in final report letters sent after April 1, 2005.

Progress Report: Effective General Supervision – Correction of Noncompliance between 80% and 100%

Districts monitored during the 2004-2005 school year were provided with individual printout results of the file review for each student record reviewed. Where individual noncompliance was found, districts are required to correct the noncompliance. When follow-up reviews are conducted, some or all of these files will be reviewed.

Progress Report: General Supervision for Incarcerated Youth with Disabilities

The special education child count collection was not revised to collect data regarding youth with disabilities held in city/county jails. The revision was determined not to be required at this point since the current collection is based on a point in time and this population has high mobility. These data will be collected through the Special Education Monitoring Self-Assessment (SEMSA) process.

Follow-up reviews are currently being conducted for districts found out of compliance during 2003-04 initial reviews. Results will be reported in the June 2005 final report to OSEP. Districts with onsite reviews continue to be interviewed regarding provision of services to youth with disabilities in city and county jails. Any districts found out of compliance are required to develop a corrective action plan and to correct the noncompliance within one year.

Special Education 3rd Cycle Missouri School Improvement training conducted in October/November 2004 included a required narrative response as a part of the special education self-assessment. Documentation is due to the Division in April 2005 and will be reviewed during summer 2005. The Division of Special Education will use the information to make determinations for on-site reviews and compliance/non-compliance calls.

4. Projected Targets:

- Continue to focus on areas identified as problem areas in previous monitoring and child complaints
- The percent of districts found out of compliance on initial reviews decreases
- The percent of districts found out of compliance on child complaints decreases
- All identified non-compliance corrected within one year from date of final report

5 & 6. Future Activities to Achieve Projected Targets/Results and Projected Timelines and Resources:

See also BF.IV and BF.V

Cluster/ Probe	Improvement Strategies	Benchmarks/Activities	Timeline	Resources
GS.I BF.II BF.IV BT	Develop and implement system of incentives for Local Education Agencies (LEA) based on performance of students with disabilities	Create incentives such as: District rankings Waivers Distinction Lists	2005-2006	Section Responsibility: EP, Data, Comp
		Process developed for implementation of system	2005-2006	Funding Type: Part B
		Implementation of system with 4 th cycle MSIP	2006-2007	
GS.I BF.II BF.IV BT	Develop and implement a system for targeted technical assistance for district needing to improve elementary achievement and secondary transition outcome data	Develop system to identify districts	Completed	Section Responsibility: EP, Data
		RPDC consultants trained to provide targeted technical assistance	Completed	
		Performance data utilized to link district with best practices information	2005-2006	Funding Type: Part B
		Professional development activities aligned to performance goals	Completed	

Cluster/ Probe	Improvement Strategies	Benchmarks/Activities	Timeline	Resources
GS.I BF.II BF.IV BT	Collaborate with LEAs and Missouri School Improvement Plan (MSIP) on the incorporation of the use of performance data for students with disabilities	Collaborate with MSIP on ways LEAs can use performance data	2005-2006	<u>Section Responsibility:</u> EP, Data, Comp <u>Funding Type:</u> Part B
		Assistance provided to LEAs in developing a plan to use performance data	2005-2006	
		Check with LEAs to determine how data is being incorporated in their decision-making process	2005-2006	
		Incorporate use of information with special education monitoring for 4 th cycle MSIP	2006-2007	
GS.I BF.II BF.IV BT	Create program evaluation model for use in annual evaluation and improvement planning	Content developed	Completed	<u>Section Responsibility:</u> EP, Data <u>Funding Type:</u> Part B
		Initial training conducted	Completed	
		Districts/RPDC Consultants use in field	2004-2005	
		Revisions and additional training if necessary	2005-2006	
GS.I BF.II BF.IV BT	Implement focused monitoring system	Develop procedures for pilot	Completed	<u>Section Responsibility:</u> EP, Comp <u>Funding Type:</u> Part B
		Identify districts for pilot	Completed	
		Pilot reviews	2004-2005	
		Evaluation of pilot and revisions made as needed	2005-2006	
		Full implementation of focused monitoring process	2006-2007	
GS.I BF.II BF.IV BT	Collaborate with DESE divisions and urban educators to identify issues specific to larger geographical areas that may serve as a barrier to the educational success of students with disabilities	Teacher and Urban Education Plan adopted by the State Board of Education	2004-2005	<u>Section Responsibility:</u> EP <u>Funding Type:</u> Part B
		Collaborative implementation plan developed with Teacher Certification and Urban Education	2005-2006	
		Technical assistance and training plan developed with St. Louis City and Kansas City to address performance issues	2005-2006	
GS.I	Improve monitoring procedures such that all identified noncompliance is corrected within one year	Contact districts that have not corrected noncompliance within one year as described above	2004-2005	<u>Section Responsibility:</u> Comp <u>Funding Type:</u> Part B
		Alert districts that are within one year correction timelines that noncompliance must be corrected within one year or sanctions imposed	2004-2005	
		Implement procedures that will enable districts to correct noncompliance within one year	2004-2005	
		Initiate sanctions procedures if necessary	2005-2006	

GS.II Systemic issues are identified and remediated through the analysis of findings from information and data collected from all available sources, including monitoring, complaint investigations and hearing resolutions.

1. Baseline/Trend Data and Analysis (for reporting period July 1, 2003 through June 30, 2004):

Systemic issues are identified through an analysis of monitoring data, child complaint and due process data and other anecdotal information. Monitoring data is considered systemic if more than 20% of districts were found out of compliance for the last three school years. Identified systemic issues and remediation efforts include the following:

Systemic Issue	Remediation
Referral procedures	<ul style="list-style-type: none"> Utilization of state forms Problem Solving General Education Intervention to Increase Achievement training through Regional Professional Development Centers (RPDC) Differentiated Instruction training through RPDCs
Evaluations (Initial and Reevaluation)	<ul style="list-style-type: none"> Utilization of state Review of Existing Data forms Quality Eligibility Determination training through RPDCs Regional and/or individual district training Technical assistance during on-site reviews
Content of IEP	<ul style="list-style-type: none"> State sample forms developed and disseminated Utilization of state IEP, Prior Written Notice and Meeting Notification forms Measurable Goals and Objectives training through RPDCs K-12 Least Restrictive Environment Decision Making training through RPDCs
Part C to Part B Transition	<ul style="list-style-type: none"> Transition training module Early Childhood Special Education Services in the Least Restrictive Environment through the RPDCs
Discipline	<ul style="list-style-type: none"> Utilization of state discipline form Positive Behavioral Support Institute through the RPDCs
Transfer Procedures	<ul style="list-style-type: none"> Utilization of state transfer form
Post-Secondary Transition	<ul style="list-style-type: none"> Utilization of state transition plan form Empowerment for Life: Teaching Self-Determination Strategies for Effective Transition training through RPDCs Differentiated Instruction for Career and Vocational Education training through RPDCs State Improvement Grant (SIG) funding for improvement planning in area of post-secondary outcomes Pilot focused monitoring process in area of post-secondary outcomes
Elementary Achievement	<ul style="list-style-type: none"> Differentiated Instruction training through RPDCs Curriculum-Based Measurement training through RPDCs Effective Instructional Practices training through RPDCs Collaboration and Co-teaching training through RPDCs State Improvement Grant (SIG) funding for improvement planning in area of elementary achievement Pilot focused monitoring process in area of elementary achievement

Additional trainings that address systemic issues include the following:

- Annual training for New Directors of Special Education and follow-up
- Special Education Monitoring Self-Assessment (SEMSA) training for 100+ districts each year
- Presentation on how to avoid/correct systemic issues presented at Special Education Administrators' Conference (September 2004)
- Regional and/or individual district training
- Targeted technical assistance during on-site reviews

2. Targets (for reporting period July 1, 2003 through June 30, 2004):

- Systemic issues are identified and remediated through the analysis of data from all available sources

3. Explanation of Progress or Slippage (for reporting period July 1, 2003 through June 30, 2004):

The development and implementation of the Compliance Monitoring System to collect and maintain data in school year 2001-2002 provided integral monitoring information which can then be compared to child complaint data. The SEMSA and monitoring processes use all available data from monitoring, child complaints, due process hearings and anecdotal information.

4. Projected Targets:

- Systemic issues are identified and remediated through the analysis of data from all available sources
- Additional targets are included in the Future Activities table

5 & 6. Future Activities to Achieve Projected Targets/Results and Projected Timelines and Resources:

Cluster/ Probe	Improvement Strategies	Benchmarks/Activities	Timeline	Resources
GS.II	Develop and implement a web-based monitoring system that utilizes all data from self-assessment, desk reviews, on-site monitoring, child complaints, etc.	Design system	2004-2005	<u>Section Responsibility:</u> Comp, Data <u>Funding Type:</u> Part B
		Develop request for proposals	2004-2005	
		Implement web-based system	2005-2006	
GS.II	Consider implementing and possibly mandating a web-based IEP process system for all districts	Design and/or purchase a web-based IEP process system	2005-2006	<u>Section Responsibility:</u> Comp, Data <u>Funding Type:</u> Part B
		Consider implications for mandating use of the web-based system	2005-2006	

GS.III Complaint investigations, mediations, and due process hearings and reviews are completed in a timely manner.

1. Baseline/Trend Data and Analysis (for reporting period July 1, 2003 through June 30, 2004):

See Attachment 1 – Dispute Resolution - Complaints, Mediations, and Due Process Hearings Baseline/Trend Data.

Descriptions of Due Process Hearing and Child Complaint Systems:

Due Process Hearing System

The Due Process Hearing system in the State of Missouri is a one-tier system consisting of a state-level, three-member Hearing Panel for Part B, a single Hearing Officer for Part C and a single Hearing Officer for Expedited Hearings in Part B. The Part C Hearing Officer and the Part B Expedited Hearing Officer are attorneys under contract with the State of Missouri. The Part B hearing panel is composed of two trained lay officers, one selected by each party, and a Hearing Chair who is an attorney on contract with the State of Missouri. Both the Part B and Part C Due Process Hearing systems incorporate all requirements as specified in the Part B Federal Regulations at 300.506 through 300.514 and the Part C Federal Regulations at 303.419 through 303.425.

Requests for a Due Process Hearing must be made in writing to the Department of Elementary and Secondary Education, Division of Special Education. For the Part B hearing system, within (10) days of the date of the filing of a request, the parties must have identified their choice for a hearing officer. Within fifteen (15) days of the receipt of the request, a Hearing Chair is selected and the panel empowered.

Upon receipt of a request for a hearing, both parties are offered the opportunity for mediation. Both parties must agree to enter into mediation and agree on a trained mediator from a list that is provided. If mediation is successful, a written agreement is developed. All discussions during mediations are confidential and may not be used in any subsequent due process hearings or civil proceedings.

In the Part B system, prior to filing a request for a Due Process Hearing, the parent may submit a request to the Local Education Agency (LEA) for an Informal Resolution Conference. A parent request for a Due Process Hearing is considered to be a waiver of their right to an Informal Resolution Conference. In this case, the LEA may conduct the Resolution Conference and notify the parent of the results or they may waive the conduct of the conference.

If either party does not agree with the hearing decision, they may appeal the findings and decision in either state or federal court. The decision of the Due Process Hearing Panel is a final decision, unless a party to the hearing appeals.

Child Complaint System

A child complaint may be filed by any individual or organization that believes there has been a violation of any state or federal regulation implementing the IDEA in either the Part B or Part C system. The complaint must be filed in writing with the Department of Elementary and Secondary Education, Division of Special Education, unless it is determined that the requirement to file in writing effectively denies the individual the right to file the complaint. The child complaint procedures for Parts B and C incorporate all of the requirements as specified in the Part B Federal Regulations at 300.660 through 300.662 and the Part C Federal Regulations at 303.510 through 303.512.

Child complaints are investigated by a staff member of the Division of Special Education. Decisions are issued by the Commissioner of Education within sixty (60) days of the receipt of the complaint, unless it is determined that a longer period is necessary due to exceptional circumstances that exist with respect to a particular complaint.

In resolving a complaint in which it is found that a Responsible Public Agency is out of compliance, the Department addresses within its decision how to remediate the compliance violation, including as appropriate, the awarding of monetary reimbursement or other corrective action appropriate to the needs of the child; and appropriate future provision of services for all children with disabilities. If needed, technical assistance activities and negotiations are undertaken.

If a written complaint is received that is also the subject of a due process hearing or contains multiple issues of which one or more are part of that hearing, the part(s) of the complaint that are being addressed in the due process hearing are set aside until the conclusion of the hearing.

If an issue is raised in a complaint that has previously been decided in a due process hearing involving the same parties, the hearing decision is binding. A complaint alleging a school district's failure to implement a due process decision is resolved by the Department of Elementary and Secondary Education (DESE).

Child Complaints

School Year	Total Filed	Total Decisions	Total Child Complaints Beyond 60 Day Timeline with Appropriate Extensions	Total Child Complaints Beyond 60 Day Timeline without Appropriate Extensions
2001-2002	125	113	6	0
2002-2003	166	150	3	0
2003-2004	154	145	23	0

Child Complaint Allegations

	2001-2002	2002-2003	2003-2004
Allegations			
Total Number	405	505	439
Number Found Out of Compliance	107	108	132
Percent Found Out of Compliance	26.4%	21.4%	30.1%
Corrective Action Plans			
Number Granted & Met Extension Date	18	10	0
Number Beyond 45 Day Timeline without Extension	30	27	10
Percent Beyond 45 Day Timeline without Extension	28.0%	25.0%	7.8%

Source: Missouri Division of Special Education Child Complaint Database

Formulas:

Percent of Allegations Found Out of Compliance = Number of Allegations Found Out of Compliance/Total Number of Allegations Filed

Percent of CAPs Beyond 45 Day Timeline = Number of CAPs Beyond 45 Day Timeline/Total Number of Allegations Found Out of Compliance

The ten allegations that went beyond 45 days without an extension represent four child complaints from four separate districts. When a child complaint is filed, Division staff break down the complaint into one or more specific allegations. The average number of allegations per complaint is approximately three to four allegations. Each allegation is investigated and those found out of compliance require a corrective action. Some child complaint corrective actions continue to exceed timelines, however, procedures were implemented during 2004-05 to address this situation. See the "Explanation of Progress or Slippage" section below.

Due Process Hearing Requests and Mediations

School Year	Total Due Process Hearings Beyond Timeline without Extension	Total Mediation Agreements Beyond 30 Day Timeline
2001-2002	1	0
2002-2003	0	0
2003-2004	0	0

All child complaints, due process and mediation agreements are completed within timelines (including extended timelines).

2. Targets (for reporting period July 1, 2003 through June 30, 2004):

- All complaint investigations, mediations and due process hearing and reviews are completed within timelines.

3. Explanation of Progress or Slippage (for reporting period July 1, 2003 through June 30, 2004):

The child complaint/due process database allows Division staff to monitor timelines for child complaint investigations, due process hearings and corrective action submissions from districts. Procedures are in place to monitor timelines and since the inception of the database, very few, if any, DESE timelines have been exceeded without extension.

Due to the number of corrective actions that are not received within timelines from districts, procedures for following up on corrective actions have been revised as follows: The Child Complaint Coordinator/Legal Assistant will access the database weekly to assure corrective actions ordered have been submitted in a timely manner. If a corrective action has not been received by 30th day, Child Complaint Coordinator/Legal Assistant will contact the district by phone and/or email. If the district requests an extension, Child Complaint Coordinator will make a decision on the request and forward the decision to Legal Assistant. Legal Assistant will generate a letter to the district either informing them that an extension has been granted and indicating the new due date for submission of the corrective action or informing the district that an extension has not been granted, reminding them of the due date of the corrective action and informing them that sanctions may be imposed for failure to comply, including the withholding of state and/or federal funding provided by DESE.

If the corrective action has not been received by the due date, the district superintendent will be called by coordinator level staff person, and then sent a follow-up letter confirming the phone conversation, and informed that they must submit the corrective action and that failure to comply with the corrective action and due date may result in the withholding of state and/or federal funding provided by DESE. The letter will notify them that they must submit the corrective action within 45 days of the date of the letter. If the corrective action has not been received by day 120, procedures to withhold funding will be implemented.

4. Projected Targets:

- All complaint investigations, mediations and due process hearing and reviews are completed within original or extended timelines
- All child complaint corrective actions are completed within original or extended timelines

5 & 6. Future Activities to Achieve Projected Targets/Results and Projected Timelines and Resources:

Current activities will be continued for maintenance of present performance.

GS.IV There are sufficient numbers of administrators, teachers, related services providers, paraprofessionals, and other providers to meet the identified educational needs of all children with disabilities in the state.

1. Baseline/Trend Data and Analysis (for reporting period July 1, 2003 through June 30, 2004):

Number (FTE) of Employed Fully Certified Personnel				
Position	2000-2001	2001-2002	2002-2003	2003-2004
Special Education Teachers	8,077.3	7,967.8	8,455.0	8,364.0
Early Childhood Special Education Teachers	462.5	525.8	604.7	652.4
Diagnostic and Other Evaluation Staff	498.2	314.8	414.8	462.4
Special Education Directors	220.1	420.2	430.2	417.6
Paraprofessionals	7,298.8	7,015.4	7,226.3	7,034.9
Other Special Education and Related Services Personnel	1,193.2	1,249.0	1,345.0	1,279.8

Source: Personnel data from 618 data reported on OSEP Table 2.

Total (FTE) Employed Teachers and Child Count			
School Age			
Year	FTE Teachers	Child Count	Student/Teacher Ratio
2000-2001	8,696.6	129,345	14.9
2001-2002	8,757.3	132,626	15.1
2002-2003	9,159.9	134,118	14.6
2003-2004	9,192.3	133,171	14.5
Early Childhood Special Education			
Year	FTE Teachers	Child Count	Student/Teacher Ratio
2000-2001	552.6	8,036	14.5
2001-2002	597.2	9,022	15.1
2002-2003	668.0	10,049	15.0
2003-2004	706.3	10,893	15.4

Source: Child count data from Screen 11 of Core Data Collection System as of 01/03/05. Personnel data from 618 data reported on OSEP Table 2. Data includes fully and not fully certified teachers.

Statewide data suggest the numbers of special education personnel are generally increasing and that student/teacher ratios are reasonable for school age and early childhood special education. Statewide supply and demand needs by certification area are outlined in the following table which shows the number of initial educator vacancies, the number of applicants, and the number of positions that were filled and not filled by FTE.

Missouri Department of Elementary and Secondary Education																
Division of Special Education																
Educator Vacancies Reported Statewide																
Summary Report																
Certification Area	INITIAL VACANCIES		APPLICANTS				POSITIONS FILLED				POSITIONS NOT FILLED		Districts Reporting Vacancies			
			Total Number of Applicants		Appropriately Certificated Applicants		Appropriately Certificated (FTE)		Not Fully Certificated (FTE)				Count of Districts	Percent of Districts Statewide	Count of Districts	Percent of Districts Statewide
	2002-03	2003-04	2002-03	2003-04	2002-03	2003-04	2002-03	2003-04	2002-03	2003-04	2002-03	2003-04	2002-03		2003-04	
ADMINISTRATORS:																
Special Education Director	28.3	38.5	135	209	95	137	27.4	31.0	2.0	1.9	0.0	1.4	34	6.5%	43	8.2%
Total Administrators	28.3	38.5	135	209	95	137	27.4	31.0	2.0	1.9	0.0	1.4	—	—	—	—
SPECIAL EDUCATION TEACHERS:																
Behavior Disordered	67.0	64.0	310	254	165	177	58.0	53.0	10.0	7.0	6.0	2.0	44	8.4%	40	7.6%
Blind/Partially Sighted	6.0	4.5	10	3	9	1	3.0	2.0	1.0	1.5	2.0	1.0	10	1.9%	6	1.1%
Deaf/Hearing Impaired	9.0	9.0	14	24	9	22	4.0	7.0	2.0	0.0	2.0	2.0	14	2.7%	11	2.1%
Early Childhood (B-3)	73.6	52.0	2872	2219	2840	2098	71.6	40.0	6.0	6.0	2.0	3.0	39	7.4%	32	6.1%
Cross Categorical	477.7	477.3	1371	2053	918	1398	374.7	340.9	113.0	65.0	5.0	1.4	112	21.4%	123	23.5%
Learning Disabled	242.6	184.3	944	937	726	672	208.6	144.3	32.0	23.0	6.0	4.0	107	20.4%	95	18.1%
Mentally Handicapped	76.0	52.0	310	191	208	159	57.0	40.5	25.0	1.0	12.0	3.0	46	8.8%	31	5.9%
Phys & Oth Hlth Imp	7.0	1.8	52	25	46	16	4.0	1.8	3.0	0.0	0.0	0.0	14	2.7%	7	1.3%
SDD	1.0	3.0	11	71	10	6	1.0	3.0	0.0	0.0	0.0	0.0	7	1.3%	4	0.8%
Total Teachers	959.9	847.8	5894	5777	4931	4549	781.9	632.4	192.0	103.5	35.0	16.4	—	—	—	—
OTHER PERSONNEL:																
School Psychologist	12.5	12.0	47	67	42	54	10.5	12.0	0.0	0.0	2.0	0.0	11	2.1%	7	1.3%
Speech/Language Specialist	221.2	240.4	893	995	825	891	172.8	158.3	34.5	32.3	8.5	25.5	113	21.6%	125	23.9%
School Psych Examiner	20.0	14.5	50	60	39	36	21.0	12.5	0.0	0.0	0.0	1.0	17	3.2%	17	3.2%
Other	63.0	75.5	692	443	645	366	53.0	65.5	4.0	9.0	3.0	1.0	30	5.7%	42	8.0%
TOTALS	1304.8	1228.7	7711	7551	6577	6033	1066.6	911.7	232.5	146.7	48.5	45.3	250*	47.7%	281*	53.6%

Source: Data from ClearAccess Screen 21 as of 06/14/2004.

Notes:

*Total is an unduplicated count of districts reporting vacancies in any of the respective certification areas.

"Other" includes any certification area not listed. "Appropriately certificated" indicates an individual holds a certificate appropriate to the position applied for or filled. "Not Fully Certificated" indicated an individual is a substitute and does not hold a certificate appropriate to the position filled.

Formulas: Percent of Districts Statewide=Count of Districts/N, N=524 (the total number of districts statewide)

Percent of Total Districts with Positions Not Filled=Count of districts with positions not filled in Certification Area/Total Number of Districts with positions not filled

Percent of Districts Statewide=Count of districts with positions not filled in Certification Area/N, N=524 (the total number of districts statewide)

Data show that special education teachers represent the highest percents in initial vacancies reported with the majority being filled with appropriately certificated applicants. The increase in the number of appropriately certificated cross categorical teaching applicants may be helping to decrease positions not filled in specific categorical disability areas. The total percent of districts statewide having initial vacancies remained consistent.

Data suggest the percent of districts with special education teaching positions not filled decreased from 2002-03 to 2003-04. Conversely, the percent of speech language specialist positions not filled increased.

The 2003-04 APR indicated that regional analysis is needed as better data become available (page 16). The Division revised the data collection on special education personnel for the 2004-05 school year in order to have more meaningful data. The first collection has not yet been completed. When the data are available, it will be analyzed for adequate supply, caseload, instructional time and highly qualified implications.

Monitoring Data:

The following monitoring data provide information on the number of districts reviewed each year and the number and percent that were found out of compliance at the initial review. The last column "Number not cleared" represents the number of districts with noncompliance that was not corrected as of the most recent follow-up review. Several district follow-up reviews are not yet due for districts with initial reviews in 2003-04; those districts are not reflected in the number not cleared. Procedures for clearing the remaining noncompliance are detailed in GS.I.

Indicator A 101800 -- Comprehensive System of Personnel Development (CSPD) activities have been implemented

	Total Districts/ Agencies Reviewed	Number out of compliance (initial)	Percent out of compliance (initial)	Number not cleared
2001-02	93	1	1.1%	1
2002-03	90	2	2.2%	0
2003-04	106	12	11.3%	1

Personnel 1 – Caseloads of special education and related service personnel are within state standards

	Total Districts/ Agencies Reviewed	Number out of compliance (initial)	Percent out of compliance (initial)	Number not cleared
2001-02	84	9	10.7%	0
2002-03	88	6	6.8%	0
2003-04	95	6	6.3%	0

Personnel 3 -- The district follows proper procedures for hiring, training and reporting paraprofessionals

	Total Districts/ Agencies Reviewed	Number out of compliance (initial)	Percent out of compliance (initial)	Number not cleared
2001-02	93	8	8.6%	0
2002-03	86	6	7.0%	0
2003-04	94	8	8.5%	0

A relatively low percentage of districts are found out of compliance with standards and indicators related to personnel. Virtually all noncompliance has been corrected, and the districts with remaining noncompliance are being contacted as described in GS.I.

2. Targets (for reporting period July 1, 2003 through June 30, 2004):

- Analyze duties, caseloads, instructional time and certification standards for special education teachers in Missouri
- Revise and implement data collection on special education personnel

3. Explanation of Progress or Slippage (for reporting period July 1, 2003 through June 30, 2004):

The lack of useful data pertaining to special education personnel in Missouri was evident during the improvement planning phase of the Continuous Improvement Monitoring Process. The subcommittees for both of the priority areas of elementary achievement and secondary transition identified the training and professional development of general and special education personnel as being critical to increasing performance in these areas. In order to address the lack of personnel data, the Division planned to conduct a statewide study regarding duties, instructional time and caseloads for special education personnel. After further consideration, and in order to not delay making necessary changes, the Division began work to change the data collection on special education personnel during the 2003-2004 school year without first conducting the study.

Substantial changes were made to data reported by school districts on special education teachers and aides for school year 2004-05. Emphasis for reporting these personnel shifted from an Individualized Education Program case management focus to a course/assignment focus. The new collection requires reporting of instructional activities performed during the school day; non-instructional activities such as testing, consultation with other teachers and travel time; number of students case managed; and the amount of time spent on case management and instructional planning. School districts are currently entering the new information and the data will be examined when data entry is completed.

Missouri has discussed the submission of a grant for paperwork reduction with the Missouri Council of Administrators of Special Education (MOCASE). A decision will be made when applications are available.

4. Projected Targets:

- Revise and implement data collection on special education personnel
- Analyze the new data in regards to certification requirements and the expansion of instructional time

5 & 6. Future Activities to Achieve Projected Targets/Results and Projected Timelines and Resources:

Cluster/ Probe	Improvement Strategies	Benchmarks/Activities	Timeline	Resources
GS.IV BF.II BF.IV	Revise Core Data reporting of special education personnel	Changes to existing core data reporting identified	Completed	<u>Section</u> <u>Responsibility:</u> EP, Data <u>Funding Type:</u> Part B
		Web screens revised	Completed	
		New collection implemented	2004-05	
GS.IV BF.II BF.IV	Analyze the results of core data reporting to determine if changes are needed for special education certification standards/requirements consistent with No Child Left Behind and to determine what technical assistance and training is needed regarding appropriate instructional decision-making and practice	Results shared with stakeholder workgroup	2004-05	<u>Section</u> <u>Responsibility:</u> EP <u>Funding Type:</u> Part B
		Recommendations identified and developed for certification changes if required	2005-06	
GS.IV BF.IV	Analyze recommendations to develop strategies/ recommendations for expansion of instructional time for special education personnel.	IDEA reauthorization reviewed to determine the impact of changes on reduction of paperwork/and instructional time.	2004-05	<u>Section</u> <u>Responsibility:</u> EP <u>Funding Type:</u> Part B
		Collaboration with stakeholders to develop a grant regarding paperwork reduction and increased instructional time.	2005-06	
		Report with recommendations regarding instructional time	2006-07	

GS.V State procedures and practices ensure collection and reporting of accurate and timely data.**1. Baseline/Trend Data and Analysis (for reporting period July 1, 2003 through June 30, 2004):**

Missouri utilizes a web-based data collection system to collect data for the five types of data reported and verified for Section 618, Part B of IDEA. The Division of Special Education Data Coordination section has responsibility for assisting with improving the integrity of special education data collected within the Core Data Collection System. The Core Data Collection System contains screens which are used to collect data from districts. Districts are required to enter data as directed in the Core Data Collection System Manual within specified timelines.

Reporting Accuracy:

The primary methods of facilitating accurate reporting by districts are as follows:

- Error checks and reports - Error checks have been incorporated into the web-based data collection system for invalid data reporting. When particular errors occur, an edit button will be displayed on the data entry screen. If a district's data entry screen is free from particular errors then no edit button will be displayed. Error reports list the district and their respective reporting error(s). Data Coordination personnel review these reports for errors and notify districts accordingly. Districts notify Data Coordination when corrections have been completed. Re-verification of data ensures appropriate revisions have been made.
- Technical Assistance - Data Coordination provides training annually to school district personnel. Topics include, but are not limited to, reporting requirements and facilitating data integrity. New administrators learn how to enter required core data elements and understand the significance of the data for decision making at the local, state, and federal levels. Data Coordination also provides ongoing technical assistance to school district personnel relative to the web-based data collected for special education (districts may call or email to ask questions). Person to person assistance facilitates and verifies reporting accuracy. Discussions with districts provide pertinent information regarding the clarity of the *Core Data Collection System Manual* and the clarity of data entry fields (including error defaults).
- Verification Procedures - Outlined below for each data collection
- Public Reporting - Part B data are used for profiling each public school district's data and statewide data annually. The Profiles include child count, placement, exiting and discipline data, among other items. The Profiles are provided to each district, and upon reviewing the Profiles, many districts see that revisions are necessary. District use of the Profiles vary, but many use the data as a part of their annual program evaluation and for reporting to local boards of education. This public reporting of the data helps to ensure accuracy.
- Monitoring - The Compliance monitoring process used district-reported data when monitoring districts. Districts are evaluated on child count and placement data as well as exit data. During the monitoring process, if districts identify additional reporting errors, the corrections must be made before the compliance staff will consider the new data. Informal verification is done as the compliance staff are reviewing the district's Profile in conjunction with the monitoring reviews.

Data Verification Procedures

Core Data Screen 9 (Discipline Incidents): Suspension/Expulsion for ten or more consecutive days or for more than 10 cumulative days (June Cycle of the Core Data Collection System). Districts receive an error notification (i.e. edit button is displayed) when any field on Screen 9 has not been completed or if invalid combinations have been chosen. Data Coordination may randomly check a district's data for errors or questionable reporting.

Core Data Screen 11 (Child Count, Placement and Census): Child Count, Census and Placement of students receiving services as of December 1 (December Cycle of the Core Data Collection System). In addition to reviewing error reports, data are reviewed for significant year to year changes. Districts are notified as necessary. Data Coordination personnel generate child count and placement (educational environments) data verification sheets for each school district upon completion of data entry. Verification sheets are sent to districts for review and for signature.

Core Data Screen 12 (Exiters): Exiter Data (June Cycle of the Core Data Collection System). Number of students by disability and by total is compared to previous year. Significant percentage changes are noted ($\pm 20\%$ for all exit categories except exiting special education or death which is $\pm 15\%$). Data Coordination may verify data by comparing exiter data entered for students' ages 14 to 22 years with child count and educational environments data entered for the respective reporting year (Screen 11). Exit categories may be reviewed for inordinate increases or decreases. Beginning with 2003-2004 collection, Data Coordination personnel generated review sheets for each school district to cross check exiter data with age 14-21+ child count data reported on Screen 11.

Core Data Screens 18 and 20 (Educator, Course and Assignment Data): Data includes Section 618, Part B data, i.e. the number of full-time equivalent employed to provide special education and related services (October Cycle of the Core data Collection System). Division of Special Education Funds Management personnel verify general reporting accuracy of special education and related services personnel data from public school districts. Verification by Data Coordination entails perusing data for significant increases or decreases from year to year.

2. Targets (for reporting period July 1, 2003 through June 30, 2004):

- Continue to work with districts to improve the accuracy of the data collected and reported
- Collect data on youth in city/county jails

3. Explanation of Progress or Slippage (for reporting period July 1, 2003 through June 30, 2004):

The accuracy of data collection and reporting is assured through a variety of processes within the Division of Special Education. In summary, edits checks are in place when districts enter data into the web-based collection system. Additional edit checks and year-to-year change checks occur when data is received by the Division. All edits are resolved. Verifications and Profiles provide data summaries coving multiple years to the districts. Data are being used to rank districts for focused monitoring and improvement planning purposes. Profiles are used as compliance staff review districts.

During the winter of 2005, the Division is working with selected districts to assess and validate their data collection and reporting methods. We believe that this review will verify that the efforts discussed above are, in fact, ensuring accurate data collection and reporting. This district level review will not be implemented as an on-going process due to the fact that Missouri is implementing a student ID system in the spring of 2005. As this student ID system develops over the next several years, we expect to have student level data on a statewide basis. At that point, we will develop a process of source document reviews to verify that data in the student level collection is accurate. The Special Education District Profile is available to districts on the web, however it has not yet been converted to a web-based application. This conversion is in progress and will result in districts and the public having access to more timely data reports.

The special education child count collection was not revised to collect data regarding youth with disabilities held in city/county jails. The revision was determined not to be required at this point, especially since the current collection is based on a point in time and this population has high mobility. These data will be collected through the Special Education Monitoring Self-Assessment (SEMSA) process.

4. Projected Targets:

- Continue to work with districts to improve the accuracy of the data collected and reported
- Develop a web-based District Profile system
- Develop and implement an on-site district data verification system in conjunction with the student ID system
- Additional targets are included in the Future Activities table.

5 & 6. Future Activities to Achieve Projected Targets/Results and Projected Timelines and Resources:

See also BF.IV

Cluster/ Probe	Improvement Strategies	Benchmarks/Activities	Timeline	Resources
GS.V BF.IV	Develop and implement a web-based application for the special education district profile.	Collaboration with IT and Core Data to develop web-based reporting of the data.	2005-06	<u>Section Responsibility:</u> Data <u>Funding Type:</u> Part B
		Policy developed to address the issues of confidentiality and the reporting of small cell size	2005-06	

Cluster Area II: Early Childhood Transition (CBT)

Question: Are all children eligible for Part B services receiving special education and related services by their third birthday?

State Goal (for reporting period July 1, 2003 through June 30, 2004):

- All children eligible for Part B services receive special education and related services by their third birthday.
- The performance level of children who receive special education services prior to age 5 will increase on the School Entry Profile.*

*Also goal/indicator for students who are non-disabled

Performance Indicator (for reporting period July 1, 2003 through June 30, 2004):

- All children eligible for Part B services receive special education and related services by their third birthday.

1. Baseline/Trend Data and Analysis (for reporting period July 1, 2003 through June 30, 2004):

Part B Age 3 Child Count as of December 1		
Year	Age 3 Child Count	% of Census
2000-2001	2,320	3.2%
2001-2002	2,649	3.6%
2002-2003	3,032	4.1%
2003-2004	3,244	4.4%
2000 Census	73,352	

Source: Screen 11 of Core Data Collection System as of 02/20/04

Referrals from First Steps (Part C)					
	1999-2000	2000-2001	2001-2002	2002-2003	2003-2004
Number of Referrals from First Steps	1,210	1,632	1,856	2,128	2,197
Of those, the number of children that were ECSE eligible	1,001	1,315	1,492	1,746	1,745
Percent of Referrals found eligible for Part B	82.7%	80.6%	80.4%	82.0%	79.4%

Source: ECSE Web Application as of 01/06/05

Monitoring Data:

The following monitoring data provide information on the number of districts reviewed each year and the number and percent that were found out of compliance at the initial review. The last column "Number not cleared" represents the number of districts with noncompliance that was not corrected as of the most recent follow-up review. Several district follow-up reviews are not yet due for districts with initial reviews in 2003-04; those districts are not reflected in the number not cleared. Procedures for clearing the remaining noncompliance are detailed in GS.I.

Indicator B 104610 -- For Part C transition only: IEP is in place by the child's 3rd birthday

	Total Districts/ Agencies Reviewed	Number out of compliance (initial)	Percent out of compliance (initial)	Number not cleared
2001-02	7	3	42.9%	0
2002-03	41	5	12.2%	1
2003-04	44	7	15.9%	1

Indicator B 109660 -- IEP not in place by third birthday, reasons documented

	Total Districts/ Agencies Reviewed	Number out of compliance (initial)	Percent out of compliance (initial)	Number not cleared
2001-02	0			
2002-03	2	1	50.0%	0
2003-04	26	7	26.9%	0

Monitoring data indicate that noncompliance is being identified. Where noncompliance has not been corrected, procedures have been implemented as described in GS.I which will result in all noncompliance being corrected or sanction procedures will be implemented. These findings will be included in the June 30, 2005, progress report.

2. Targets (for reporting period July 1, 2003 through June 30, 2004):

No targets had been set for the 2003-2004 year. Targets will be developed after review of baseline data from webSPOE, the on-line database for the Part C First Steps program. The webSPOE is expected to be implemented in the summer of 2005.

3. Explanation of Progress or Slippage (for reporting period July 1, 2003 through June 30, 2004):

Missouri finalized implementation of a redesigned Part C system in March 2003. This system, along with new software that is tentatively scheduled to be in place by July 2005, should ensure significant improvements in the area, and data will be available for analysis. A First Steps training module on Transitions is being marketed to both First Steps personnel and early childhood personnel.

As part of Missouri's State Improvement Grant (SIG) awarded in 2004, stakeholders began efforts to consolidate training information and requirements for educators on transition of children from Part C to Part B services. The intent is to achieve a single source of training for individuals working in the education of children birth to age 5 with disabilities, including parent educators, early interventionists, ECSE teachers and administrators and parents. Implementation of the training is scheduled as follows:

- December 2004 – Initial stakeholder meeting
- January 2005 – Begin formatting material for online delivery
- May 2005 – Pilot/beta test online training
- June 2005 – Online Part C to B Transition training available for general use

Beginning in 2004-05, monitoring follow-up reviews for districts found out of compliance with Part C to Part B transition are requiring districts to identify children coming into ECSE from the Part C program. Data requirements include the child's birth date, date of transition meeting and date of the initial IEP. The Special Education Monitoring Self-Assessment for 2004-005 also requires this information and the information will be taken into account when selecting districts for on-site reviews.

4. Projected Targets:

- All children transitioning from Part C to Part B will have IEPs in place by the third birthday

5 & 6. Future Activities to Achieve Projected Targets/Results and Projected Timelines and Resources:

The following is from the Part C Annual Performance Report. See Part C APR for more information.

New Cluster/ Probe	Future Activities to Achieve Projected Targets (5)	Projected Targets/ Evidence of Change (4)	Projected Timelines (6)	Resources (6)
CBT	Monitor data reports on C to B transition	Timely transitions to Part B	Ongoing	DSE Staff
CBT	Incorporate transition rules and reports into webSPOE software	Timely transition conferences	2004-05	Comp, Data
CBT	Update and make available online the Transition module	Timely transition	2004-05	EP, Comp
CBT	Schedule regular meetings with First Steps and ECSE partnership	Transition from C to B facilitated by communication	Ongoing	DSE Staff

Cluster Area III: Parent Involvement (BP)

Question: Is the provision of a free appropriate public education to children with disabilities facilitated through parent involvement in special education services?

State Goal (for reporting period July 1, 2003 through June 30, 2004):

- The provision of a free appropriate public education to children with disabilities is facilitated through parent involvement in special education services.
- Active parent involvement in their child's education is promoted to assist in improving the achievement of students with disabilities.*
- To create a public awareness campaign around early childhood through primary grade learning and developmental needs to improve achievement of students with disabilities.

*Also goal/indicator for students who are non-disabled.

Performance Indicators (for reporting period July 1, 2003 through June 30, 2004):

- The provision of a free appropriate public education to children with disabilities is facilitated through parent involvement in special education services.

1. Baseline/Trend Data and Analysis (for reporting period July 1, 2003 through June 30, 2004):

Parent Survey – Missouri School Improvement Program (MSIP):

The Missouri School Improvement Program (MSIP) has the responsibility of reviewing and accrediting the 524 school districts in Missouri on a five-year review cycle. School district reviews are conducted each year for approximately 100 (or 20%) of the 524 districts. These reviews include the distribution of surveys to students, teachers, administrators and parents. Parent surveys are used to collect information pertaining to certain educationally relevant characteristics of students and their households. These include participation in special education, the level of parental involvement in particular school related contacts, visits and attendance of functions, and parent perceptions of school, staff, teachers, administrators and learning environment. For purposes of this analysis, selected questions were used. The complete parent survey can be found at <http://dese.mo.gov/divimprove/sia/msip/advquest/parent.html>.

Results of the selected Parent Survey questions for 2003-2004 were summarized as frequency distributions based on response choices by parents of students with disabilities and parents of all students. Results follow in the next section.

Active Parent Involvement:

The following questions were selected to compare parent responses to questions pertaining to active parent involvement

MSIP Districts - Parent Survey												
Question 18												
2003-2004												
Responses to 18a to 18c												
How often in past 12 months did parent:	18a -Talk to their child's teacher				18b-Go to open house at school				18c-Attend parent/teacher meetings			
Response Choices	Special Education Parents		All Parents		Special Education Parents		All Parents		Special Education Parents		All Parents	
	#	%	#	%	#	%	#	%	#	%	#	%
Never	378	4.42%	6,100	6.47%	1,639	19.32%	14,361	15.30%	912	10.72%	13,742	14.65%
Once/Twice	2,350	27.47%	32,305	34.24%	4,806	56.66%	58,530	62.35%	3,526	41.46%	45,833	48.85%
3-5 Times	2,743	32.06%	29,567	31.34%	1,551	18.29%	16,521	17.60%	2,948	34.66%	26,372	28.11%
5-10 Times	1,389	16.24%	12,590	13.35%	277	3.27%	2,679	2.85%	659	7.75%	4,647	4.95%
11+ Times	1,695	19.81%	13,774	14.60%	209	2.46%	1,784	1.90%	460	5.41%	3,231	3.44%
Total	8,555	100.00%	94,336	100.00%	8,482	100.00%	93,875	100.00%	8,505	100.00%	93,825	100.00%
No Response	197	-	1,655	-	270	-	2,116	-	247	-	2,166	-
Responses to 18d to 18f												
How often in past 12 months did parent:	18d-Visit the school on their own				18e-Help with after-school activities				18f-Help with classroom learning			
Response Choices	Special Education Parents		All Parents		Special Education Parents		All Parents		Special Education Parents		All Parents	
	#	%	#	%	#	%	#	%	#	%	#	%
Never	1,515	17.80%	18,205	19.38%	5,633	66.25%	56,676	60.36%	6,101	71.65%	67,317	71.70%
Once/Twice	2,929	34.42%	31,922	33.99%	1,631	19.18%	20,291	21.61%	1,347	15.82%	15,450	16.46%
3-5 Times	1,778	20.90%	19,966	21.26%	627	7.37%	8,502	9.05%	505	5.93%	5,075	5.41%
5-10 Times	925	10.87%	9,209	9.80%	240	2.82%	3,255	3.47%	178	2.09%	1,929	2.05%
11+ Times	1,362	16.01%	14,623	15.57%	372	4.37%	5,171	5.51%	384	4.51%	4,118	4.39%
Total	8,509	100.00%	93,925	100.00%	8,503	100.00%	93,895	100.00%	8,515	100.00%	93,889	100.00%
No Response	243	-	2,066	-	249	-	2,096	-	237	-	2,102	-

Data exhibit minimal variance, but some subtle differences can be noted. For instance, data suggest parents of students with disabilities reportedly talk with their child's teacher (18a) and attend parent/teacher meetings (18c) more frequently than parents of all students. Conversely, data suggest parents of students with disabilities reportedly help with after-school activities (18e) somewhat less frequently than parents of all students.

MSIP Districts - Parent Survey Question 22 2003-2004												
How often did parent:	22a-Talk to their child about his/her experiences in school				22b-Talk to their child about his/her plans for high school classes				22c-Talk to their child about his/her plans after high school			
Response Choices	Special Education Parents		All Parents		Special Education Parents		All Parents		Special Education Parents		All Parents	
	#	%	#	%	#	%	#	%	#	%	#	%
Not At All	83	0.97%	536	0.57%	1,411	16.58%	15,460	16.45%	1,022	12.00%	9,093	9.68%
Rarely	242	2.83%	2,184	2.31%	1,466	17.23%	16,893	17.98%	1,146	13.46%	12,481	13.28%
Occasionally	1,345	15.71%	12,285	13.00%	2,757	32.40%	30,482	32.44%	3,037	35.67%	34,260	36.45%
Regularly	6,894	80.50%	79,492	84.12%	2,875	33.79%	31,123	33.12%	3,309	38.87%	38,145	40.59%
Total	8,564	100.00%	94,497	100.00%	8,509	100.00%	93,958	100.00%	8,514	100.00%	93,979	100.00%
No Response	188	-	1,494	-	243	-	2,033	-	238	-	2,012	-

Data suggest that while parents of students with disabilities reportedly talk with their children about their experiences in school (22a), about their plans for high school classes (22b) about as frequently as parents of all students, parents of students with disabilities may talk less with their children about their plans after high school (22c).

Parent Perceptions Relative to Parental Involvement:

The following questions were selected to compare parent responses to questions pertaining to perceptions about parental involvement.

MSIP Districts - Parent Survey Questions Pertaining to Perceptions of Parental Involvement 2003-2004												
Responses to Questions 27, 32 and 38												
How much did parent agree or disagree with statement:	27-I can talk with my child's teacher or principal whenever I need				32-I am welcome to discuss my child's educational needs with the school				38-The school encourages parents to be involved			
Response Choices	Special Education Parents		All Parents		Special Education Parents		All Parents		Special Education Parents		All Parents	
	#	%	#	%	#	%	#	%	#	%	#	%
Disagree/Strongly Disagree	712	8.59%	4,300	4.59%	588	7.12%	3,395	3.63%	574	6.88%	4,487	4.80%
Neutral	709	8.55%	8,730	9.33%	727	8.81%	10,062	10.77%	1,066	12.78%	12,069	12.92%
Agree/Strongly Agree	6,868	82.86%	80,587	86.08%	6,938	84.07%	79,976	85.60%	6,698	80.33%	76,848	82.27%
Total	8,289	100.00%	93,617	100.00%	8,253	100.00%	93,433	100.00%	8,338	100.00%	93,404	100.00%
No Response	463	-	2,374	-	499	-	2,558	-	414	-	2,587	-
Responses to Questions 55, 57 and 61												
How much did parent agree or disagree with statement:	55-I am a partner with the school in my child's education				57-I know what my child's teachers expect in school				61-I receive regular communications from school about how well my child is doing			
Response Choices	Special Education Parents		All Parents		Special Education Parents		All Parents		Special Education Parents		All Parents	
	#	%	#	%	#	%	#	%	#	%	#	%
Disagree/Strongly Disagree	538	6.37%	5,223	5.60%	527	6.23%	4,994	5.33%	980	11.63%	10,425	11.15%
Neutral	1,466	17.36%	15,838	16.97%	1,319	15.59%	14,532	15.50%	1,241	14.72%	14,558	15.58%
Agree/Strongly Agree	6,439	76.26%	72,241	77.43%	6,615	78.18%	74,221	79.17%	6,207	73.65%	68,476	73.27%
Total	8,443	100.00%	93,302	100.00%	8,461	100.00%	93,747	100.00%	8,428	100.00%	93,459	100.00%
No Response	309	-	2,689	-	291	-	2,244	-	324	-	2,532	-

Data from these survey questions show slightly less parent involvement of parents of students with disabilities, but in general, there is a high level of agreement with the questions.

Parent Advisory Council (PAC):

Parent Advisory Councils are standing committees or councils of individuals interested in improving special education services in their district through collaboration between district personnel and parents. The focus of a PAC is primarily on family involvement in special education. A PAC, whose members, roles, positions, titles, etc. are determined at the local level, generally includes administrators, staff and parents of students with and without disabilities.

- In school year 2001-2002, parents of students with disabilities represented from 8% to 100% of PAC membership with an average of 60.8%.
- In school year 2002-2003, parents of students with disabilities represented from 20% to 90% of PAC membership with an average of 58.7%.
- In school year 2003-2004, parents of students with disabilities represented from 20% to 100% of PAC membership with an average of 47.8%.

While no state or federal requirements command the formation of PACs, DESE/DSE encourages their establishment by districts to improve services to students with disabilities. Typical activities of local school district PACs include, but are not limited to:

- providing advice to the local district on special education services; coordinating district-wide school, family, and community partnerships in support of special education
- determining areas of focus, developing long-range plans of action and identifying potential funding sources
- assisting in developing parent-teacher support groups
- devising ways to use mediation effectively
- tracking participation of parents of special education students in all district parent councils, committees, etc. and
- providing training for parents and teachers on special education and the IEP process, communication and decision-making skills, and related disability issues

Although no data are collected regarding outcomes of specific activities conducted by local school district PACs, an annual evaluation report completed by PAC districts provides basic information about the number of panels established, general topic or agenda areas covered in meetings, membership representation, and parent trainings offered by PACs. This evaluation report does not provide specific information regarding the level of participation by parents, it does; however, serve to indicate the availability of an avenue for parents to become actively involved in special education at the local school district level.

In school years 2001-2002, 2002-2003 and 2003-2004, PACs were established in twenty-nine, thirty-one and nineteen districts respectively. The results of districts that completed an evaluation report are summarized below.

General Topic/Agenda Areas Covered in Meetings:

Parent Advisory Council General Topic/Agenda Areas Covered in Meetings Percent of Total PAC Districts												
School Year	Recommendations regarding special education services to the district		Suggested training for staff, families, communities		Establishment of a support group		Negotiate/reach partnerships with other agencies		Explored additional funding sources		Developed long-range plans	
	# of PAC Districts	% of Total PAC Districts	# of PAC Districts	% of Total PAC Districts	# of PAC Districts	% of Total PAC Districts	# of PAC Districts	% of Total PAC Districts	# of PAC Districts	% of Total PAC Districts	# of PAC Districts	% of Total PAC Districts
2001-2002	13	52.0%	21	84.0%	11	44.0%	3	12.0%	3	12.0%	16	64.0%
2002-2003	18	69.2%	19	73.1%	10	38.5%	6	23.1%	5	19.2%	15	57.7%
2003-2004	9	75.0%	10	83.3%	7	58.3%	3	25.0%	4	33.3%	7	58.3%

Source:

Missouri Division of Special Education, Parent Advisory Council (PAC) Evaluation Survey, 2001-2002, 2002-2003 and 2003-2004.

Notes: Percent of Total Districts based on total number of districts (N) with a PAC who returned an evaluation survey. For 2001-2002, N=25, 2002-2003, N=26 and 2003-2004, N=12.

Trainings Attended by Parents of Students with Disabilities:

District Parent Advisory Committees Annual Parent Trainings Offered						
Topic of Training	2001-2002		2002-2003		2003-2004	
	Number of Parents of Students with Disabilities Trained	Number of PAC Districts Represented	Number of Parents of Students with Disabilities Trained	Number of PAC Districts Represented	Number of Parents of Students with Disabilities Trained	Number of PAC Districts Represented
Role/function of advisory groups	256	12	88	11	97	7
Math Achievement	0	0	0	0	5	1
Procedural safeguards	69	6	69	7	74	6
Related disability issues	160	12	165	13	147	7
Internet Software	0	0	0	0	9	2
Problem-solving skills	20	1	37	3	15	3
Curriculum	5	2	27	4	41	5
Teacher/Learning strategies	38	2	64	7	16	2
Support Services (Counseling)	65	6	19	3	38	3
Reading achievement	14	2	28	5	32	4
IEP process	150	12	91	10	68	5
Mediation	79	3	11	3	10	2
Lending library	72	4	110	9	32	5
Communication	75	4	45	4	24	3
Decision-making skills	15	3	0	0	5	1
MAP/test preparation	28	2	23	3	21	3
Discipline	35	3	79	3	11	2

Source:

Missouri Division of Special Education, Parent Advisory Council (PAC) Evaluation Survey, 2001-2002, 2002-2003 and 2003-2004.

Trend data from the evaluation reports suggest district PACs are typically comprised of a majority of parents of students with disabilities. Data also indicate district PACs provide a venue for parental representation at the district level on a variety of topic/agenda areas, especially making recommendations regarding special education services in the district and suggestions regarding training for staff, families, and communities within the district. Also, PACs are providing training to parents of students with disabilities which may enable them to make educated and informed decisions thus perhaps facilitating FAPE in the LRE. In 2003-2004, 19 of Missouri's 524 school districts had Parent Advisory Committees funded by DESE; this represents only a fraction of public school districts in the state of Missouri (i.e. 3.6%). It is unknown how many additional districts have district-sponsored parent advisory councils.

Missouri Special Education Advisory Panel (SEAP):

The Missouri Special Education Advisory Panel, whose members are appointed by the Commissioner of Education, functions in the interest of IDEA Part B. Since the highest percentage of membership is held by parents of students with disabilities, the SEAP serves as a venue for active parental input in public policy processes relative to special education and related services including general functions set forth by federal and state statute. More specifically parental representatives working in concordance with other panel representatives:

- advise the State Education Agency (SEA) of unmet needs within the State in the education of children with disabilities,
- comment publicly on any rules or regulations proposed by the State regarding the education of children with disabilities,
- advise the SEA in developing evaluations and reporting on data to the U.S. Department of Education, Office of Special Education Programs under Section 618 of IDEA.
- advise the SEA in developing corrective action plans to address findings identified in Federal monitoring reports under Part B of IDEA and
- advise the SEA in developing and implementing policies relating to the coordination of services for children with disabilities.

Blind Task Force (BTF):

The Blind Task Force (BTF), whose members are appointed by the Commissioner of Education in cooperation with the Director of the Department of Social Services, functions in the interest of blind or visually impaired students. Members of the BTF include parents of students with disabilities. The BTF develops goals and objectives to guide the improvement of:

- special education and related services
- vocational training
- transition from school to work
- rehabilitation services
- independent living and
- employment outcomes

Missouri Parents Act (MPACT):

Missouri's PTI, MPACT, is a statewide parent training and information center for all disabilities. MPACT offers information via the web and a toll free phone line as well as training sessions throughout the state. MPACT serves parents of children with all disabilities and works with public and private agencies, parent groups, professional organizations and advocacy groups. Staff and volunteers are located throughout Missouri.

MPACT volunteers include parent mentors that are screened and receive training and supervision from MPACT staff. Parent mentors offer:

- training to parents of children with disabilities and others who work with parents.
- direct support and assistance to parents in their child's Individualized Education Plan (IEP) including planning for meetings
- assistance to parents in becoming an educational advocate for their child.

For 2003-2004 school year, parents who had a MPACT parent mentor were asked to complete a survey about their experience with the program. Fifty-five parents responded to this survey, 14 online and 41 randomly surveyed by phone. Results were as follows:

MPACT Parent Survey																		
	The MPACT parent mentor acted in a courteous manner		The MPACT parent mentor acted in a professional manner		The parent mentor adequately prepared me for the IEP meeting.		The parent mentor adequately supported my needs for the IEP meeting		The parent mentor contributed to a resolution of issues presented during the IEP meeting.		I believe the information provided by the parent mentor was accurate		My knowledge of IDEA increased as a result of this parent mentor.		My knowledge of the IEP process increased as a result of this parent mentor.		Overall, the support provided by the parent mentor was valuable to me.	
Agree/Strongly Agree	54	98.2%	54	98.2%	47	85.5%	49	89.1%	46	83.6%	50	90.9%	45	81.8%	48	87.3%	50	90.9%
Neutral	1	1.8%	1	1.8%	7	12.7%	4	7.3%	8	14.5%	4	7.3%	7	12.7%	6	10.9%	3	5.5%
Disagree/Strongly Disagree	0	0.0%	0	0.0%	1	1.8%	2	3.6%	1	1.8%	1	1.8%	3	5.5%	1	1.8%	2	3.6%
Total	55	100%	55	100%	55	100%	55	100%	55	100%	55	100%	55	100%	55	100%	55	100%

Source: Missouri Division of Special Education, MPACT Parent Survey, School Year 2003-2004

Overall, data suggest parent's perceptions were positive. The majority of respondents indicated increased knowledge of IDEA and IEP processes as a result of their parent mentor thus implying facilitation of informed parental involvement.

Monitoring Data:

The 2002-03 APR reported on monitoring standards "Evaluation-4 Parents are afforded the opportunity to provide information that is used in the evaluation" and "Evaluation-7 Parents and children with disabilities are involved, when appropriate, in the evaluation and eligibility determination" as well as other standards and indicators. OSEP's response to the APR requires that this APR provide either: (1) documentation that DESE has ensured that agencies corrected all of the noncompliance associated with the two standards above, or (2) its plan for ensuring such correction.

After submitting the 2002-03 APR, and in looking at monitoring data more closely, it was determined that Evaluation-4 should not have been included in the Parent Involvement cluster. The indicators under that standard all refer to the review of existing data, but none specifically refer to providing parents the opportunity to provide information. The indicators that were under Evaluation-4 are now linked to different standards and any noncompliance with those indicators is being dealt with through corrective action plans.

Evaluation-7 also has several indicators, and the Division feels it is more meaningful to report on the indicators rather than the standard. Therefore, reporting for Evaluation-7 is being replaced by the first five indicators below. Most districts with identified noncompliance have been cleared, and the Division is implementing the procedures outlined in GS.I for the remaining districts. If noncompliance is not corrected after the timelines stated in GS.I, the sanction process will be implemented.

The following monitoring data provide information on the number of districts reviewed each year and the number and percent that were found out of compliance at the initial review. The last column "Number not cleared" represents the number of districts with noncompliance that was not corrected as of the most recent follow-up review. Several district follow-up reviews are not yet due for districts with initial reviews in 2003-04; those districts are not reflected in the number not cleared. Procedures for clearing the remaining noncompliance are detailed in GS.I.

Indicator B 101100 -- Parent is notified of the eligibility staffing.

	Total Districts/ Agencies Reviewed	Number out of compliance (initial)	Percent out of compliance (initial)	Number not cleared
2001-02	95	9	9.5%	0
2002-03	92	6	6.5%	0
2003-04	101	9	8.9%	1

Indicator B 101210 – Content of notification documents that parent is informed of the purpose of the meeting (eligibility)

	Total Districts/ Agencies Reviewed	Number out of compliance (initial)	Percent out of compliance (initial)	Number not cleared
2001-02	94	9	9.6%	0
2002-03	91	4	4.4%	0
2003-04	101	18	17.8%	1

Indicator B 102410 – Names and roles of the individuals making the eligibility determination includes parent of the child

	Total Districts/ Agencies Reviewed	Number out of compliance (initial)	Percent out of compliance (initial)	Number not cleared
2001-02	95	6	6.3%	0
2002-03	92	8	8.7%	1
2003-04	102	8	7.8%	1

Indicator B 103600 – Parent is notified of the eligibility staffing when additional assessments were conducted

	Total Districts/ Agencies Reviewed	Number out of compliance (initial)	Percent out of compliance (initial)	Number not cleared
2001-02	88	8	9.1%	0
2002-03	84	8	9.5%	1
2003-04	101	12	11.9%	2

Indicator B 103710 – Content of notification documents that parent is informed of the purpose of the meeting (evaluation)

	Total Districts/ Agencies Reviewed	Number out of compliance (initial)	Percent out of compliance (initial)	Number not cleared
2001-02	92	12	13.0%	0
2002-03	82	8	9.8%	0
2003-04	103	20	19.4%	1

Procedural Safeguards 2 -- Prior written notice is provided to parents and children, when appropriate, as required by state and federal regulations.

	Total Districts/ Agencies Reviewed	Number out of compliance (initial)	Percent out of compliance (initial)	Number not cleared
2001-02	95	21	22.1%	1
2002-03	96	49	51.0%	10
2003-04	106	69	65.1%	6

Compliance with prior written notice requirements has been identified as a systemic issue in GS.II. Plans to address the noncompliance include widespread dissemination of a technical assistance bulletin and an interactive video conference with district staff. Prior written notice will be a focus area for future monitoring reviews.

Indicator B 104510 – Parent informed of all purposes of the IEP meeting:

	Total Districts/ Agencies Reviewed	Number out of compliance (initial)	Percent out of compliance (initial)	Number not cleared
2001-02	95	15	15.8%	0
2002-03	96	20	20.8%	1
2003-04	106	25	23.6%	1

Indicator B 105510 -- Parent attended or participated.

	Total Districts/ Agencies Reviewed	Number out of compliance (initial)	Percent out of compliance (initial)	Number not cleared
2001-02	94	0	0.0%	0
2002-03	96	2	2.1%	0
2003-04	105	4	3.8%	0

Indicator B 108500 – A statement of how the child's progress on IEP will be reported to the parent:

	Total Districts/ Agencies Reviewed	Number out of compliance (initial)	Percent out of compliance (initial)	Number not cleared
2001-02	95	13	13.7%	0
2002-03	96	28	29.2%	1
2003-04	106	28	26.4%	2

Indicator B 108610 – Content of progress report addresses the progress toward the annual goals

	Total Districts/ Agencies Reviewed	Number out of compliance (initial)	Percent out of compliance (initial)	Number not cleared
2001-02	95	15	15.8%	1
2002-03	96	18	18.8%	3
2003-04	106	25	23.6%	1

Indicator B 108620 – Content of progress report addresses likelihood of achievement by the end of year

	Total Districts/ Agencies Reviewed	Number out of compliance (initial)	Percent out of compliance (initial)	Number not cleared
2001-02	94	27	28.7%	1
2002-03	96	28	29.2%	4
2003-04	106	35	33.0%	2

Indicator B 108700 – Parent is provided a copy of the IEP

	Total Districts/ Agencies Reviewed	Number out of compliance (initial)	Percent out of compliance (initial)	Number not cleared
2001-02	95	17	17.9%	0
2002-03	96	21	21.9%	1
2003-04	106	16	15.1%	0

Monitoring data indicate that noncompliance is being identified. Where noncompliance has not been corrected, procedures have been implemented as described in GS.I which will result in all noncompliance being corrected or sanction procedures will be implemented. These findings will be included in the June 30, 2005, progress report.

2. Targets (for reporting period July 1, 2003 through June 30, 2004):

- Promote parent involvement to assist in improving achievement of students with disabilities.

3. Explanation of Progress or Slippage (for reporting period July 1, 2003 through June 30, 2004):

State Improvement Grant activities focus on identifying districts and buildings with particular challenges in elementary reading achievement and secondary transition planning for students with disabilities. Regional Professional Development Center (RPDC) Consultants are available to assist identified districts/buildings in drilling down to root causes of poor performance in those areas. When parent participation is identified as a key component associated with performance in these areas, funds are available to assist in remediating this concern.

The Division developed a model for Annual Program Evaluation in the summer of 2004. The model encourages use of multiple sources of data, including parent surveys and other perception data in order for districts to gain a complete picture of their program within their district. This model is being used by the consultants when working with districts as mentioned above.

Beginning in January 2005, the Division is piloting a focused monitoring review in selected districts. Parent interviews are a critical component of these reviews. In addition, school district personnel are asked about parental involvement in the district.

4. Projected Targets:

- Promote parent involvement to assist in improving achievement of students with disabilities.

5 & 6. Future Activities to Achieve Projected Targets/Results and Projected Timelines and Resources:

See also BF.VI

Cluster/ Probe	Improvement Strategies	Benchmarks/Activities	Timeline	Resources
BP BF.IV	Distribute materials to families regarding strategies to increase reading and mathematics skills.	Materials developed	May 2005	Section Responsibility: Effective Practices
		Materials distributed to families	Sept. 2005	Funding Type: SIG Part B
BP BF.IV	Collaborate with stakeholders to promote successful models of parent involvement	Meeting convened with SEAP Effective Practice committee to discuss effective parent involvement strategies	July 2005	Section Responsibility: Effective Practices
		Discussion of PAC grant successes and barriers in-house	September 2005	Funding Type: Part B
		Collaboration with MPACT to disseminate best practice information	2005-2006	
		Exploration of successful parent involvement models	2005-2006	

Cluster/ Probe	Improvement Strategies	Benchmarks/Activities	Timeline	Resources
BP BF.IV	Develop training curricula for educators and families regarding facilitation of IEP meetings	Appropriate content adapted and developed.	2004-2005	<u>Section</u> <u>Responsibility:</u> Effective Practices Compliance <u>Funding Type:</u> Part B
		Plan developed to address content to teachers, families, and students	2004-2005	
		Conduct trainings	2005-2006	
		Data collected from trainings	2005-2006	
BP BF.IV	Conduct surveys of districts where IEP facilitation training has been conducted and other parent involvement models have been implemented	Surveys developed	2005-2006	<u>Section</u> <u>Responsibility:</u> Effective Practices Compliance <u>Funding Type:</u> Part B
		Surveys conducted	2005-2006	

Cluster Area IV: Free Appropriate Public Education in the Least Restrictive Environment (BF)

Question: Do all children with disabilities receive a free appropriate public education (FAPE) in the least restrictive environment (LRE) that promotes a high quality education and prepares them for employment and independent living?

Probes:

- BF.I Does the state review data to determine if significant disproportionality in identification, eligibility category or placement is occurring, and if it identifies significant disproportionality, does the state review and, as appropriate, revise policies, procedures and practices?
- BF.II Are high school graduation rates, and drop-out rates, for children with disabilities comparable to graduation rates and drop-out rates for nondisabled children?
- BF.III Are suspension and expulsion rates for children with disabilities comparable among local educational agencies within the State, or to the rates for nondisabled children within the agencies?
- BF.IV Do performance results for children with disabilities on State- and district-wide assessments improve at a rate that decreases any gap between children with disabilities and their nondisabled peers?
- BF.V Are children with disabilities educated with nondisabled peers to the maximum extent appropriate, including preschool?
- BF.VI Are the early language/communication, pre-reading, and social-emotional skills of preschool children with disabilities receiving special education and related services, improving?

State Goals (for reporting period July 1, 2003 through June 30, 2004):

- The performance level of children who receive special education services prior to age 5 will increase on the School Entry Profile.*
- The percentage of students with disabilities in Grades 3 and 7 who are proficient readers will increase, while the percentage that have the Missouri Assessment Program Communication Arts exam read to them will decrease.*
- The percentage of students with disabilities scoring at the Step 1 and Progressing achievement levels will decrease, while the percentage of students with disabilities scoring at Proficient and Advanced will increase for each of the MAP subject area assessments.*
- The percentage of students with disabilities graduating with a regular diploma will increase.*
- The percentage of students with disabilities that drop out of school will decrease.*
- The percentage of students with disabilities participating in vocational preparation programs is consistent with the percentage of participation in the general population of students.*
- Improved Reading Instruction K-4th grade for students with disabilities to comply with NCLB.*
- Improved Math instruction K-4th grade for students with disabilities to comply with NCLB.*
- The Department of Elementary and Secondary Education ensures that general and special education personnel are trained in appropriate content to improve the achievement of students with disabilities grades K-4.*
- The Department of Elementary and Secondary Education ensures that general and special education personnel are trained in the appropriate content to improve post-secondary outcomes of students with disabilities.*
- Special education personnel reporting system is used for data-based decisions to assist in improving the achievement of students with disabilities.*
- Districts will integrate data into secondary transition decision-making processes to improve post-secondary outcomes of students with disabilities.*
- To create a public awareness campaign around early childhood through primary grade learning and developmental needs to improve achievement of students with disabilities.

*Also goal/indicator for students who are non-disabled

Performance Indicators (for reporting period July 1, 2003 through June 30, 2004):

- BF.I The state reviews data to determine if significant disproportionality in identification, eligibility category or placement is occurring, and if it identifies significant disproportionality, the state reviews and, as appropriate, revise policies, procedures and practices.
- BF.II High school graduation and dropout rates for children with disabilities are comparable to graduation and dropout rates for nondisabled children.
- BF.III Suspension and expulsion rates for children with disabilities are comparable among local educational agencies within the State, and to the rates for nondisabled children within the agencies.
- BF.IV Performance results for children with disabilities on the Missouri Assessment Program (MAP) improve at a rate that decreases any gap between children with disabilities and their nondisabled peers.
- BF.V Children with disabilities are educated with nondisabled peers to the maximum extent appropriate, including preschool.
- BF.VI The early language/communication, pre-reading and social-emotional skills of preschool children with disabilities receiving special education and related services are improving.

BF.I The state reviews data to determine if significant disproportionality in identification, eligibility category or placement is occurring, and if it identifies significant disproportionality, the State reviews and as appropriate revises policies, procedures and practices.

1. Baseline/Trend Data and Analysis (for reporting period July 1, 2003 through June 30, 2004):

See Attachment 2 – Disproportionality Baseline/Trend Data

Attachment 2 provides risk ratios for all children with disabilities by race, disability by race and placement by race data. A brief summary of the data follows:

- Special Education Child Count by Race – Black students are 1.22 times more likely than all other students to receive special education and related services. While this is not statistically significant, over-representation of Black students at the district level is a part of the district-level analysis. Under-representation was found for the Hispanic, Asian and Native American populations. These under-representations are not focus areas due to the small percentages of both special education and all students in these racial/ethnic categories in Missouri.
- Disability by Race – The most significant areas of disproportionality were Black students in the categories of Mental Retardation, Emotional Disturbance and Specific Learning Disabilities which showed over-representation, and Speech/Language Impairment which showed under-representation. These findings have remained consistent for several years. For the Hispanic, Asian and Indian populations, numerous disability categories showed disproportionality. These findings are not focus areas due to the small numbers of students in these racial/ethnic categories in Missouri. No significant disproportionality was seen for the White students, however there was some under-representation in the Mental Retardation category.
- Placement by Race – Consistent with previous years, the most significant area of over-representation was the Black population in self-contained settings. Separate facilities also shows over-representation for the Black population.

After looking at the data on a statewide level, it was clear that the most significant areas of disproportionality were over-representation of Black students in the disability categories of Mental Retardation, Emotional Disturbance and Specific Learning Disabilities and in the placement category of Self-Contained (outside regular class greater than 60% of the time). Other areas of disproportionality exist, but all were either in racial/ethnic categories that represent less than three percent of Missouri's student population or in low-incidence disability or placement categories. Based on this, Missouri's examination of data at a district level focused on the following:

- Over-representation of Black students in Special Education
- Over-representation of Black students in the disability category Mental Retardation
- Over-representation of Black students in the disability category Emotional Disturbance
- Over-representation of Black students in the disability category Specific Learning Disabilities
- Over-representation of Black students in the placed outside regular education greater than 60% of the time (primarily self-contained settings)

A determination of disproportionality was made for each of the five categories if all three of the following were found to be true:

- Statistical significance based on a z-test ($p < 0.05$)
- Significance based on a "P + 10% of P" criteria
- A minimum of 10 students in the category

Districts were then rank-ordered based on the number of disproportionate calls made (possible range of zero to five). The results follow:

- Six districts were found to have over-representation of black students in all five areas
- An additional 7 districts were found to have an over-representation of black students in four of the five areas
- An additional 15 districts were found to have an over-representation of black students in three of the five areas
- An additional 23 districts were found to have an over-representation of black students in two of the five areas
- An additional 23 districts were found to have an over-representation of black students in one of the five areas

The Explanation of Progress or Slippage section below details technical assistance and corrective actions for districts with identified disproportionality. The above analysis and activities described below ensure that Missouri is in compliance with the requirement of 34 CFR §300.755, with respect to the identification of children with disabilities or placement in particular educational settings.

Monitoring Data:

Interview 308400 – Results of interviews indicate the district has implemented any actions/initiatives to address the race/ethnicity disproportionality issue identified by DESE

	Total Districts/ Agencies Reviewed	Number out of compliance (initial)	Percent out of compliance (initial)	Number not cleared
2001-02	0			
2002-03	0			
2003-04	6	2	33.3%	0

2. Targets (for reporting period July 1, 2003 through June 30, 2004):

- Update the racial disproportionality analysis
- Develop and implement a work scope for addressing racial disproportionality at the district level

3. Explanation of Progress or Slippage for reporting period July 1, 2003 through June 30, 2004):

Efforts to address disproportionality fall under two areas:

- Technical Assistance
- Corrective Actions

TECHNICAL ASSISTANCE

• Consultants/Coaches/SIG funds

When Special Education Consultants are working with districts with identified disproportionality, data analysis is required to include examination of racial disproportionality and policies, procedures and practices. If the review of data indicates a need for revisions or additional trainings, the State Improvement Grant (SIG) money can be used to provide the professional development. Efforts and effects for those districts in regards to disproportionality (results of review, what revisions, if any, were made) will be tracked. Eight districts with identified disproportionality are currently working with special education consultants.

• Professional Development

Professional development modules that address disproportionality include Quality Eligibility Determinations and Problem Solving, as well as training from DESE and other sources.

- **2004-05 Special Education Monitoring Self-Assessment (SEMSA)**

Nine districts that are completing SEMSAs during 2004-05 will be asked to complete the disproportionality survey and send that back along with the other SEMSA information. They will also be sent their disproportionality data sheet. The disproportionality information included in the SEMSAs will be used to determine which districts will have an onsite monitoring, along with other compliance and performance data.

- **2005-06 & Ongoing SEMSAs**

The survey and data analysis will be incorporated into the SEMSA process. The disproportionality information included in the SEMSAs will be used to determine which districts will have an onsite monitoring, along with other compliance and performance data.

- **Resource Links**

The Disproportionality Survey is posted on the web along with additional resources and professional development that incorporate information on disproportionality (See <http://www.dese.mo.gov/divspeced/EffectivePractices/dipro.html>).

- **Special Education District Profiles**

The disproportionality data sheets are included in the profiles and are updated annually for each district.

- **Posting Data**

Disproportionality data will be posted on the web along with other data listings/rankings.

CORRECTIVE ACTIONS

- **2003-04 Monitoring**

Compliance interviewed six districts in 2003-04 regarding disproportionality. Districts were interviewed if they had an onsite monitoring and had two or more areas of disproportionality. Two of the six districts were found out of compliance. One of the districts has an enrollment that is over 95% white, and the disproportionate numbers in special education were due to a public facility which served a number of students placed by the courts from other districts. The facility has since been closed, so any significant disproportionality disappeared along with that. In the second district, all principals have been trained in various special education topics, including eligibility. In addition, a Compliance supervisor is working with the district and addressed the disproportionality issue with them. The noncompliance is being addressed through the corrective action, and the follow-up review is not yet due for this district.

- **2004-05 Monitoring**

Compliance interviews are being conducted in five districts during 2004-05, including. Districts were selected if they had an onsite monitoring and had two or more areas of disproportionality. Interviewers will be given the disproportionality data sheet for each district and a copy of the Disproportionality List for 2003-04. For the remaining interviews, the data can be used to target questions. Corrective actions will address any findings of noncompliance. Corrective actions will include reviewing and, if necessary, revising policies, practices and procedures in regards to identification and placement of students with disabilities.

4. Projected Targets:

Provide technical assistance to districts in analyzing data and, if needed, in changing districts' policy, procedures and practices.

5 & 6. Future Activities to Achieve Projected Targets/Results and Projected Timelines and Resources:

Cluster/ Probe	Improvement Strategies	Benchmarks/Activities	Timeline	Resources
BF.I	Make technical assistance regarding racial disproportionality available to districts	Identify, develop and make resources available	2004-2005	<u>Section Responsibility:</u> Effective Practices <u>Funding Type:</u> Part B SIG
BF.I	Incorporate disproportionality analysis into monitoring interviews and corrective action plans	Identify districts with significant disproportionality	Completed	<u>Section Responsibility:</u> Compliance Data <u>Funding Type:</u> Part B
		Include disproportionality data analysis and review of policies, procedures and practices into SEMSA and monitoring reviews	Completed	

BF.II High school graduation and dropout rates for children with disabilities are comparable to graduation and dropout rates for nondisabled children.

1. Baseline/Trend Data and Analysis (for reporting period July 1, 2003 through June 30, 2004):

Calculations differ for students with disabilities and all students due to the following:

Difference in Calculations/Reporting	Students with Disabilities	All Students
Collection method	Screen 12 of Core Data by district and age	Screen 13 of Core Data by building and grade level
Exiters Reported by	District paying tuition, generally	District/Building of attendance, generally
Graduation rate calculations	Number of graduates / (number of graduates + number of dropouts) x 100. Cohort dropouts not available due to collection by age, uses total number of dropouts that school year instead Graduates include students awarded diplomas based on number of credits or by achieving goals on IEP	Graduates / (9-12 Cohort Dropouts + Graduates) x 100 Cohort dropouts available due to collection by grade level Graduates include students awarded diplomas based on number of credits or by achieving goals on IEP
Dropout rate calculations	Number of dropouts / Total child count ages 14-21 Average enrollment not collected for students with disabilities, uses 14-21 child count as of December 1 instead	Number of dropouts divided by average enrollment Average enrollment is collected for all students
State Operated Programs	Data excluded when comparing rates for students with disabilities to rates for all students because prior to 2003-04, State Operated Programs did not report data on Screen 13 which is where data for all students is reported.	Prior to 2003-04, State Operated Programs did not report on Screen 13, so were not included in the total for all students

Graduation Rates						
Year	Students with Disabilities			All Students		Gap (All – Spec Ed)
	Number of Graduates	Number of Graduates & Dropouts	Graduation Rate	Number of Graduates	Graduation Rate	
1999-2000	4,451	8,331	53.4%	52,779	80.1%	26.7%
2000-2001	4,886	8,027	60.9%	54,111	81.4%	20.5%
2001-2002	5,281	8,094	65.2%	54,510	82.4%	17.2%
2002-2003	5,655	8,090	69.9%	56,477	84.0%	14.1%
2003-2004	5,737	8,222	69.8%	57,573	85.1%	15.3%

Sources: All Students data from <http://dese.mo.gov/schooldata/four/000000/gradnone.html> as of 11/02/04.

Students with Disabilities data from Screen 12 of Core Data as of 3/24/05.

Notes: Data does not include Missouri Department of Corrections (DOC), Division of Youth Services (DYS) and State Operated Programs (SOPs, which are comprised of Missouri School for the Blind, Missouri School for the Deaf and State School for the Severely Handicapped) because these students were not included in reporting for all students.

Formulas:

- Students with Disabilities Graduation Rate: Number of graduates / (number of graduates + number of dropouts) x 100
- All Students Graduation Rate: (Graduates / (9-12 Cohort Dropouts + Graduates)) x 100

Dropout Rates						
Year	Students with Disabilities			All Students		Gap (All – Spec Ed)
	Number of Dropouts	Child Count Age 14-22	Drop Out Rate	Number of Dropouts	Drop Out Rate	
1999-2000	3,880	40,354	9.6%	11,714	4.5%	5.1%
2000-2001	3,141	41,542	7.6%	11,080	4.2%	3.3%
2001-2002	2,813	43,332	6.5%	9,621	3.7%	2.8%
2002-2003	2,435	44,866	5.4%	9,056	3.4%	2.0%
2003-2004	2,485	46,100	5.4%	10,354	3.9%	1.5%

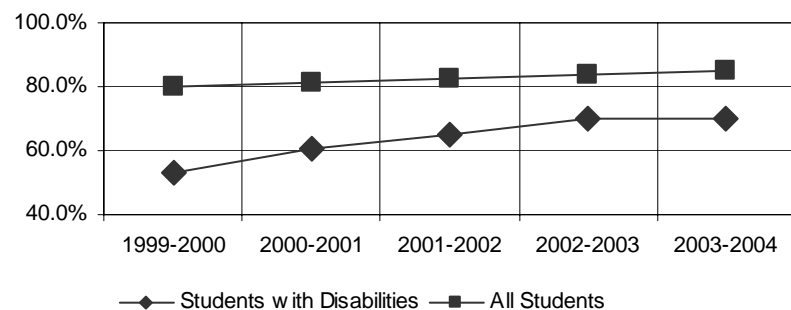
Sources: All Students Data from <http://dese.mo.gov/schooldata/four/000000/droptnone.html> as of 11/02/04. Students with Disabilities Data from Screen 12 of Core Data as of 3/24/05.

Notes: Data does not include Missouri Department of Corrections (DOC), Division of Youth Services (DYS) and State Operated Programs (SOPs, which are comprised of Missouri School for the Blind, Missouri School for the Deaf and State School for the Severely Handicapped) because these students were not included in reporting for all students.

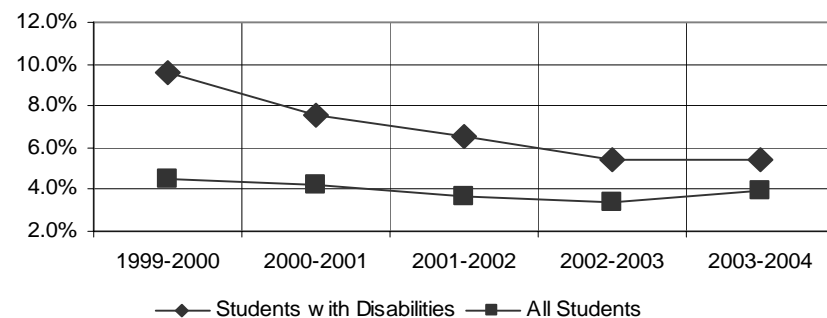
Formulas:

- Students with Disabilities Dropout Rate: Number of dropouts / Total child count ages 14-22
- All Students Dropout Rate: Number of dropouts divided by average enrollment
- Dropouts include exit categories Received a Certificate, Reached Maximum Age, Moved Not Know to be Continuing and Dropped Out

Graduation Rates
Students with Disabilities and All Students
 (Without DOC, DYS and SOPs)



Dropout Rates
Students with Disabilities and All Students
 (Without DOC, DYS and SOPs)



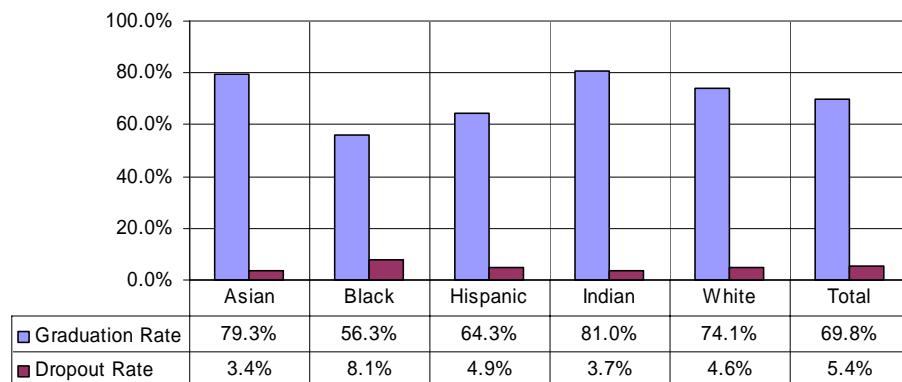
Students with Disabilities*
Counts of Exiters by Exit Category

Exit Category	2000-2001		2001-2002		2002-2003		2003-2004	
	#	%	#	%	#	%	#	%
Graduated	4,886	60.9%	5,281	65.2%	5,655	69.9%	5,737	69.8%
Received Certificate	200	2.5%	120	1.5%	69	0.9%	46	0.6%
Reached Maximum Age	20	0.2%	11	0.1%	18	0.2%	21	0.3%
Moved, Not Known to be Continuing	869	10.8%	659	8.1%	384	4.7%	474	5.8%
Dropped Out	2,052	25.6%	2,023	25.0%	1,964	24.3%	1,944	23.6%
Total Dropouts	3,141	39.1%	2,813	34.8%	2,435	30.1%	2,485	30.2%
Total Graduates and Dropouts	8,027	100.0%	8,094	100.0%	8,090	100.0%	8,222	100.0%

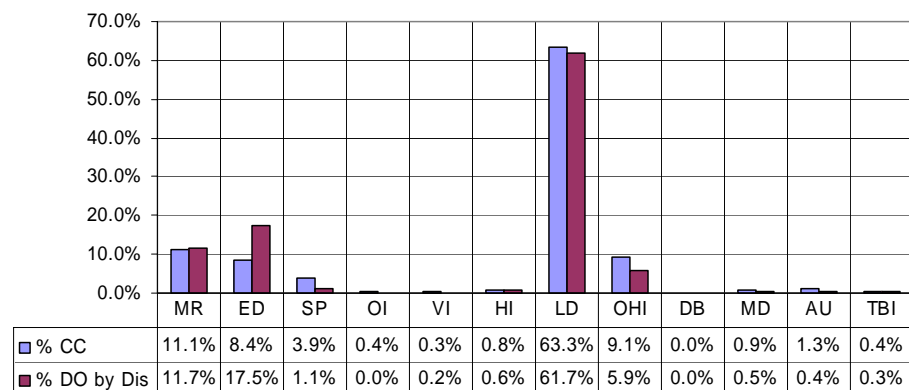
Source: Screen 12 of Core Data Collection System as of 3/24/05

* Without SOPs, DOC and DYS

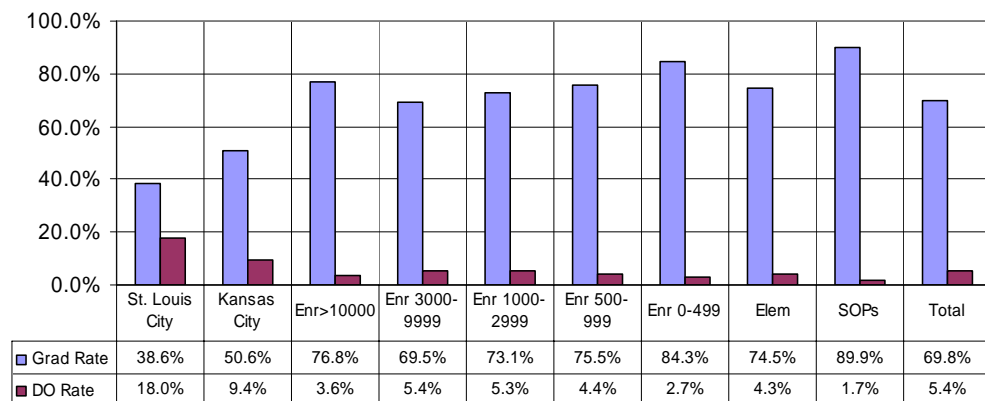
**Graduation and Dropout Rates
2004 IEP Students by Race/Ethnicity**
(Excludes DOC, DYS and SOPs)



**Dropout and Child Count Percents
2004 IEP Students by Disability Category**
(Excludes DOC, DYS, and SOPs)



**Graduation and Dropout Rates
2004 IEP Students By District Groupings**
(Excludes DOC, DYS and SOPs)



Trend data for the past five years show that graduation rates have generally been increasing for both students with disabilities and all students with the exception of 2003-2004 which decreased slightly for students with disabilities. Likewise, the gap in graduation rates for students with disabilities as compared to all students has been narrowing except in 2003-2004 which increased as a result of the graduation rate decrease for students with disabilities and the increase for all students. For dropout rates, the gap grew due to an increase for all students and no change for students with disabilities.

Further analysis of trends in dropout data show that the highest percent of dropouts are students with specific learning disabilities (LD), however the LD percent of dropouts is less than the LD percent of special education child count. Data also show that the Emotional Disturbance (ED) percent of dropouts is more than twice the ED percent of child count. Given the large number of LD dropouts and the high propensity for ED students to drop out, LD and ED dropouts are focused areas of review for districts identified for focused monitoring in 2004-2005. Data also show that dropout and graduation rates differ between racial/ethnic groups, with the Black population having the lowest graduation rate and among the highest dropout rates. Race/ethnicity data are also being reviewed for districts selected for focused monitoring reviews in 2004-2005.

Monitoring Data

Performance Data 201800 – The percentage of students with disabilities graduating with a regular diploma will increase and be comparable to the graduation rate in the general population of students

	Total Districts/ Agencies Reviewed	Number not met	Percent not met
2001-02	89	19	21.3%
2002-03	80	19	23.8%
2003-04	82	22	26.8%

Performance Data 201400 – Dropout rates for children with disabilities decrease and are no higher than rates for the general population of students

	Total Districts/ Agencies Reviewed	Number not met	Percent not met
2001-02	89	33	37.1%
2002-03	80	8	10.0%
2003-04	86	23	26.7%

Monitoring data show that many districts are not meeting the performance standards for increasing graduation rates and decreasing dropout rates. Districts are required to submit assurance statements regarding implementation of a plan designed to address the low performance.

Professional Development

Professional development trainings conducted during 2003-2004 include the following:

Training/Event Title	Districts attending prior to 2003-04	Unduplicated Districts for 2003-04	Did Not Attend this Event Prior to 2003-04	Did Attend this Event Prior to 2003-04
Measurable Goals and Objectives	146	63	44	19

Monitoring results for districts monitored in 2003-04 were analyzed in conjunction with MGO training data. A total of 96 districts were reviewed (excluding charter schools) in 2003-04. Of the 96 districts reviewed, 17 (17.7%) had been trained in MGO prior to being monitored. Of the 96 districts monitored, 25 districts were found in compliance on all MGO-related indicators and sub-indicators. Of the 25 found in compliance, 7 (28.0%) had one or more individuals trained in MGO prior

to or within the first few months of 2003-04. This suggests that attending the MGO training does increase compliance with indicators related to measurable goals and objectives. Beginning in 2004-05, corrective actions will require participation in MGO trainings.

	# of 2003-04 Districts	# of Districts Trained	Percent Trained in MGO
Total Districts	96	17	17.7%
Districts in compliance with MGO-related indicators	25	7	28.0%

2. Targets (for reporting period July 1, 2003 through June 30, 2004):

Benchmarks and targets were established in conjunction with the improvement plan which was submitted in July 2003. A specific benchmark was not identified for the 2003-2004 school year; however, progress will be assessed by determining progress towards the 2005 benchmark.

3. Explanation of Progress or Slippage (for reporting period July 1, 2003 through June 30, 2004):

In 2003-2004, the graduation rate for students with disabilities was relatively consistent with the previous year, however the gap increased slightly. Also, the dropout rate was relatively consistent with the previous year, and the gap decreased slightly. To meet the 2005 benchmarks, the graduation rate will need to increase 1.2% in 2004-2005, and the dropout rate will need to decrease by 0.1%. Trend data suggest both of these are attainable.

Graduation and dropout data for districts are being analyzed to identify those most in need of technical assistance and/or State Improvement Grant (SIG) funds. Special Education Consultants at the Regional Professional Development Centers (RPDCs) are working with targeted larger districts to drill down and analyze data in order to determine root causes of low performance in secondary transition. Based on the data and system analysis, professional development plans will be developed specific to the needs of each district.

In conjunction, secondary transition was identified as a priority area for focused monitoring and discussion began in 2003-2004 to pilot a process to identify and assist districts in need. Seven districts were selected for focused monitoring reviews in the area of transition. These reviews are being conducted during 2004-05.

A progress report on strategies can be found in the Secondary Transition cluster.

4. Projected Targets:

Missouri Improvement Plan			
Year	Statewide Progress	Graduation Rate*	Dropout Rate**
2004-05	Benchmark	71.0%	5.3%
2007-08	Target	80.0%	3.8%

Source: Missouri Special Education Improvement Plan, July 2003

* Percent of "leavers" or sum of graduates and dropouts

** Percent of 14-21 child count

5 & 6. Future Activities to Achieve Projected Targets/Results and Projected Timelines and Resources:

See Future Activities under Cluster Area V: Secondary Transition (BT) and GS.I and GS.IV

BF.III Suspension and expulsion rates for children with disabilities are comparable among local educational agencies within the State, and to the rates for nondisabled children within the agencies.

1. Baseline/Trend Data and Analysis (for reporting period July 1, 2003 through June 30, 2004):

In the 2000-2001 school year, DESE developed a web application that is used for reporting disciplinary actions for all students. Disciplinary actions are reported on an incident level for any incident resulting in ten or more days of suspension or expulsion. From this incident-level report, the Division of Special Education reports to OSEP the number of children with disabilities who received disciplinary action. Data for both the number of incidents and the number of children subject to disciplinary action are provided below. Comparisons between the data reported in the OSEP tables and the incident-level data show very little difference in proportions by disability category or race, therefore, the following data analysis was conducted primarily on the reported incident-level data rather than the derived student-level data.

**OSEP Table 5, Section A
Report of Children with Disabilities Suspended or Expelled for More Than Ten Days
School Year 2003-04**

	3A. Unduplicated Count of Children		3B. Number of Single Suspension/ Expulsions > 10 Days		3C. Number of Children with Multiple Suspension/ Expulsions Summing to > 10 Days		Percent of All Incidents for Students with Disabilities
	#	%	#	%	#	%	
1. Mental Retardation	93	6.6%	32	5.7%	93	7.2%	6.3%
2. Hearing Impairments	8	0.6%	2	0.4%	8	0.6%	0.5%
3. Speech/Language Impairments	72	5.1%	28	5.0%	56	4.3%	4.7%
4. Visual Impairments	1	0.1%	1	0.2%	-	0.0%	0.0%
5. Emotional Disturbance	341	24.1%	85	15.1%	341	26.4%	21.7%
6. Orthopedic Impairments	13	0.9%	1	0.2%	13	1.0%	0.7%
7. Other Health Impairments	129	9.1%	61	10.8%	108	8.4%	9.2%
8. Specific Learning Disabilities	743	52.5%	353	62.6%	658	50.9%	55.8%
9. Deaf-Blindness	2	0.1%	1	0.2%	2	0.2%	0.2%
10. Multiple Disabilities	2	0.1%	-	0.0%	2	0.2%	0.1%
11. Autism	7	0.5%	-	0.0%	7	0.5%	0.4%
12. Traumatic Brain Injury	4	0.3%	-	0.0%	4	0.3%	0.2%
13. Developmental Delay	-	0.0%	-	0.0%	-	0.0%	0.0%
14. Total	1,415	100.0%	564	100.0%	1,292	100.0%	100.0%

Discipline Incidents by Disability Category

Disability Type	Number of Discipline Incidents				Percent of Incidents for Students with Disabilities*				Enrollment/ Special Ed Child Count	Percent of Child Count**	Average Incidents per 100 Students***
	2001	2002	2003	2004	2001	2002	2003	2004	2004	2004	2004
NONDISABLED	2,994	4,193	4,831	5,812					763,950		0.76
Mental Retardation	58	124	101	135	4.0%	6.8%	4.9%	6.3%	12,241	8.5%	1.10
Emotional Disturbance	368	412	482	463	25.5%	22.7%	23.3%	21.7%	8,412	5.8%	5.50
Speech/Language Impairment	36	44	82	100	2.5%	2.4%	4.0%	4.7%	35,247	24.5%	0.28
Orthopedic Impairment		28	21	14	0.0%	1.5%	1.0%	0.7%	652	0.5%	2.15
Visual Impairment	2	1	9	1	0.1%	0.1%	0.4%	0.0%	510	0.4%	0.20
Hearing Impairment	3	3	15	10	0.2%	0.2%	0.7%	0.5%	1,310	0.9%	0.76
Learning Disabled	819	1,055	1,182	1,189	56.8%	58.1%	57.2%	55.8%	60,018	41.7%	1.98
Other Health Impairment	131	131	161	196	9.1%	7.2%	7.8%	9.2%	11,759	8.2%	1.67
Deaf/Blindness		1	1	5	0.0%	0.1%	0.0%	0.2%	21	0.0%	23.81
Multi-disabled	13	8	2	3	0.9%	0.4%	0.1%	0.1%	1,108	0.8%	0.27
Autism	9	10	7	8	0.6%	0.6%	0.3%	0.4%	2,861	2.0%	0.28
Traumatic Brain Injury	1		3	5	0.1%	0.0%	0.1%	0.2%	402	0.3%	1.24
Young Child with Dev. Delay	1		1	-	0.1%	0.0%	0.0%	0.0%	9,523	6.6%	-
Total for Students with Disabilities	1,441	1,817	2,067	2,129	100.0%	100.0%	100.0%	100.0%	144,064	100.0%	1.48
Total for All Students	4,435	6,010	6,898	7,941					908,014		0.87

Source: Screen 09 of Core Data, Includes all reported suspensions/expulsions except those coded as in-school and/or 10 consecutive days

* Percent of Incidents for Students with Disabilities = Number of incidents for disability category / total incidents for students with disabilities

** Percent of Child Count = Child count for disability category / total special education child count

*** Average Incidents per 100 Students = Number of incidents / enrollment or child count * 100

Percent of All Incidents for Students with and without Disabilities

	2001	2002	2003	2004
Nondisabled	67.5%	69.8%	70.0%	73.2%
Students with Disabilities	32.5%	30.2%	30.0%	26.8%
All Students	100.0%	100.0%	100.0%	100.0%

OSEP Table 5, Section B
Report of Children with Disabilities Suspended or Expelled for More Than Ten Days
School Year 2003-04

	3A. Unduplicated Count of Children		3B. Number of Single Suspension/ Expulsions > 10 Days		3C. Number of Children with Multiple Suspension/ Expulsions Summing to > 10 Days	
	#	%	#	%	#	%
1. White, non-Hispanic	729	51.5%	261	46.3%	686	53.1%
2. Black, non-Hispanic	650	45.9%	285	50.5%	583	45.1%
3. Hispanic	22	1.6%	11	2.0%	16	1.2%
4. Asian/Pacific Islander	6	0.4%	4	0.7%	2	0.2%
5. Native American	8	0.6%	3	0.5%	5	0.4%
6. Total	1,415	100.0%	564	100.0%	1,292	100.0%

Number of Discipline Incidents Reported by Race, 2003-04 School Year

	All		Nondisabled		Disabled		Enrollment
	#	%	#	%	#	%	%
1. White, non-Hispanic	4,176	52.6%	3,037	52.3%	1,139	53.5%	77.9%
2. Black, non-Hispanic	3,500	44.1%	2,554	44.0%	946	44.4%	17.8%
3. Hispanic	176	2.2%	146	2.5%	30	1.4%	2.5%
4. Asian/Pacific Islander	47	0.6%	41	0.7%	6	0.3%	1.4%
5. Native American	40	0.5%	32	0.6%	8	0.4%	0.4%
6. Total	7,939	100.0%	5,810	100.0%	2,129	100.0%	100.0%

While the statewide incidence rate for special education was slightly less than 15%, 26.8% of all disciplinary incidents reported were for students with disabilities. This would suggest that a disproportionate number of acts resulting in disciplinary action are committed by students with disabilities; however this percentage has been decreasing over the past four school years. Data suggest that a disproportionate number of incidents that result in disciplinary action are committed by students with emotional disturbances and specific learning disabilities. Data were also disaggregated by racial/ethnic categories. Data suggest that Black students are being disciplined at a disproportionate rate for both students with disabilities and all students. Virtually no differences were seen in the breakdown of incidents by race/ethnicity when comparing incidents for all students and incidents for students with disabilities. Differences are seen in the types of removals. White students are more likely to receive multiple short-term suspensions while Black students are more likely to receive longer suspensions.

Comparison among local educational agencies in Missouri:

- Only districts that reported a minimum of five discipline incidents for students with disabilities were included (71 districts)
- An average number of incidents per 100 students with disabilities was calculated for each district (number of incidents / child count * 100)
- A mean and standard deviation were determined
- Six districts had an average number of discipline incidents that was more than one standard deviation above the mean. Three of these six districts were also identified through this analysis based on 2002-03 data. Two of the six districts have been involved in implementing Positive Behavioral Supports (PBS) in at least one building within the district.

Comparison of rates for disabled students and all students within districts:

- Only districts that reported a minimum of five discipline incidents for students with disabilities were included (71 districts)
- A ratio of the special education percent of discipline incidents to the special education percent of enrollment was calculated for each district (ratio = special education incidents / all incidents : special education child count / enrollment)
- A mean and standard deviation were determined
- Ten districts had a ratio that was more than one standard deviation above the mean. One of these districts was also among the six districts noted above and that district has implemented PBS in two buildings. Two of the ten districts were also identified through this analysis based on 2002-03 data.

Fifteen of the 71 districts analyzed above have been awarded PBS grants within the past three years. Of the fifteen districts, only two of them were identified in the above analysis. Further review of the data may indicate that implementing PBS program in the districts helps to reduce the number of long-term suspensions/expulsions. Several other districts have also implemented PBS and were not included in the above analysis because they have fewer than five discipline incidents reported in 2003-04.

The “Explanation of Progress or Slippage” section below details technical assistance and corrective actions for districts with identified discrepancies in suspension/expulsion rates. These activities show that Missouri is complying with 34 CRF §300.146.

Monitoring Data:

Performance Data 201500 – Suspension and expulsion rates for children with disabilities decrease and are comparable to those for all students.

	Total Districts/ Agencies Reviewed	Number not met	Percent not met
2001-02	0		
2002-03	85	15	17.6%
2003-04	87	18	20.7%

Suspension/Expulsion 2 -- Children with disabilities receive FAPE during suspensions of 11 days or more, consecutive or cumulatively, in a school year, or with an expulsion.

	Total Districts/ Agencies Reviewed	Number out of compliance (initial)	Percent out of compliance (initial)	Number not cleared
2001-02	80	14	17.5%	0
2002-03	49	14	28.6%	3
2003-04	55	17	30.9%	0

Of the districts found out of compliance for the Suspension/Expulsion 2 standard, three were identified through the analysis conducted on the rates between disabled and nondisabled students within the district.

Professional Development

Recently developed activities to support the Positive Behavior Support (PBS) Initiative in the state of Missouri will include the establishment of PBS Coaches. The purpose of PBS coaches is to increase capacity for in-district technical support for school wide PBS and PBS team problem-solving, utilize the science of behavioral analysis and functional behavior assessment, and facilitate the use of function based support for students with challenging behavior in order to sustain the district's PBS Initiative beyond the State Improvement Grant funding period. In order to fulfill these purposes, PBS coaches will serve the following roles:

- Build the capacity of the PBS team and building staff
- Develop competency and fluency in PBS systems and processes
- Engage in regular communications with implementation staff/teams
- Provide technical assistance to implementers
- Provide regular and frequent acknowledgements (positive reinforcement for implementers)
- Visit implementation sites on a regular basis (monthly/quarterly)
- Review progress
- Support district level action plan implementation efforts

Training/Event Title	Districts attending prior to 2003-04	Unduplicated Districts for 2003-04	Did Not Attend this Event Prior to 2003-04	Did Attend this Event Prior to 2003-04
Positive Behavior Support – Advanced Institute	0	5	5	0
Positive Behavior Support – Advanced Module 1	0	8	8	0
Positive Behavior Support – Module 1	21	19	13	6
Positive Behavior Support – Module 2	19	6	2	4
Positive Behavior Support – Module 3	16	11	5	6

2. Targets (for reporting period July 1, 2003 through June 30, 2004):

- Assist districts with analyzing data in a root-cause analysis
- If behavioral problems are an issue, assist districts in developing a professional development plan that will address causes and contributing factors identified

3. Explanation of Progress or Slippage (for reporting period July 1, 2003 through June 30, 2004):

Efforts to address discrepancies in the rates of long-term suspension/expulsion fall under two areas:

- Technical Assistance
- Corrective Actions

TECHNICAL ASSISTANCE

- **Consultants/Coaches/SIG funds**

When Special Education Consultants are working with districts with discrepancies in the rates of long-term suspensions/expulsions, data analysis includes examination of discipline policies, procedures and practices. If the review of data indicates a need for revisions or additional trainings, State Improvement Grant (SIG) money can be used to provide the professional development. Efforts and effects for those districts in regards to disproportionality (results of review, what revisions, if any, were made) will be tracked.

- **Professional Development**

Professional development modules that address discipline include several Positive Behavior Supports modules as well as training for PBS coaches.

- **2004-05 & Ongoing Special Education Monitoring Self-Assessment (SEMSA)**

Districts with discipline rates for students with disabilities that are twice the rates for nondisabled students and/or districts that are identified through the analyses described above either will be asked for additional documentation to be submitted to the department, or if the district is selected for on-site monitoring, a review of policies, procedures and practices will be conducted during the on-site review

- **Special Education District Profiles**

Suspension/expulsion data are included in the profiles and are updated annually for each district.

CORRECTIVE ACTIONS

- **2004-05 and On-going Monitoring**

For districts with discipline rates for students with disabilities that are twice the rates for nondisabled students or that are identified through the analyses described above, and who are scheduled for on-site monitoring reviews during 2004-05, interviews will discuss the districts' suspension/expulsion data and will review discipline policies. Corrective actions will include reviewing and, if necessary, revising policies, practices and procedures in regards to discipline as well as mandatory training for staff.

4. Projected Targets:

- Assist districts with analyzing data in a root-cause analysis.
- If behavioral problems are an issue, assist districts in developing a professional development plan that will address causes and contributing factors identified.

5 & 6. Future Activities to Achieve Projected Targets/Results and Projected Timelines and Resources:

Cluster/ Probe	Improvement Strategies	Benchmarks/Activities	Timeline	Resources
BF.III	Make technical assistance regarding discipline available to districts	Identify, develop and make resources available	2004-2005	<u>Section Responsibility:</u> Effective Practices <u>Funding Type:</u> Part B SIG
BF.III	Incorporate suspension/expulsion analysis into monitoring interviews and corrective action plans	Identify districts with significant discrepancies	Completed	<u>Section Responsibility:</u> Compliance Data <u>Funding Type:</u> Part B
		Include discipline data analysis and review of policies, procedures and practices into SEMSA and monitoring reviews	2004-05	

BF.IV Performance results for children with disabilities on the Missouri Assessment Program (MAP) improve at a rate that decreases any gap between children with disabilities and their nondisabled peers.

1. Baseline/Trend Data and Analysis (for reporting period July 1, 2003 through June 30, 2004):

Missouri Assessment Program (MAP) Performance

The following tables compare MAP index scores for all students and for students with disabilities. The MAP index is a weighted average ranging from 100 to 300 with 100 indicating that all students scored in the lowest achievement level and 300 indicating that all students scored in the highest achievement level.

Missouri Assessment Program (MAP) Performance Results - Communication Arts				
Grade Level	Year	Index		
		All Students	Students with Disabilities	Gap
03	2000	197.2	167.0	30.2
	2001	198.2	173.8	24.4
	2002	202.3	178.4	23.9
	2003	201.0	180.6	20.4
	2004	201.9	185.0	16.9
07	2000	190.8	141.5	49.3
	2001	194.0	147.0	47.0
	2002	192.6	148.0	44.6
	2003	191.8	146.8	45.0
	2004	191.2	149.7	41.5
11	2000	182.9	124.8	58.1
	2001	187.0	133.5	53.5
	2002	186.4	131.4	55.0
	2003	184.8	129.5	55.3
	2004	185.2	133.0	52.2

Missouri Assessment Program (MAP) Performance Results - Reading				
Grade Level	Year	Index		
		All Students	Students with Disabilities	Gap
03	2000	201.0	160.8	40.2
	2001	200.3	171.8	28.5
	2002	216.0	189.8	26.2
	2003	207.8	184.3	23.5
	2004	207.2	188.8	18.4
07	2000	192.9	131.4	61.5
	2001	197.1	136.1	61.0
	2002	200.3	140.2	60.1
	2003	196.2	137.3	58.9
	2004	195.8	142.8	53.0

Missouri Assessment Program (MAP) Performance Results - Mathematics				
Grade Level	Year	Index		
		All Students	Students with Disabilities	Gap
04	2000	209.7	179.9	29.8
	2001	211.4	183.5	27.9
	2002	210.7	183.1	27.6
	2003	210.4	186.6	23.8
	2004	214.4	192.6	21.8
08	2000	167.6	124.9	42.7
	2001	170.4	130.1	40.3
	2002	170.0	129.4	40.6
	2003	173.1	133.4	39.7
	2004	173.4	134.5	38.9
10	2000	162.2	118.0	44.2
	2001	167.0	125.2	41.8
	2002	163.8	122.2	41.6
	2003	167.5	125.1	42.4
	2004	171.1	126.2	44.9

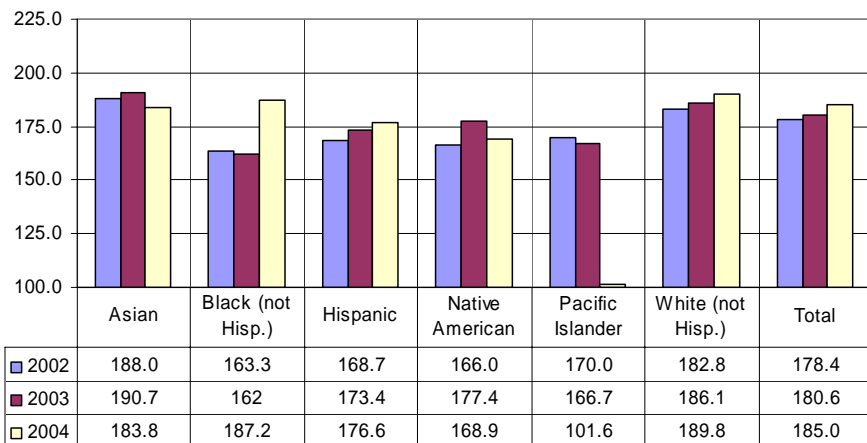
Missouri Adequate Yearly Progress

		Communication Arts			Mathematics		
		2002	2003	2004	2002	2003	2004
State Proficiency Goal		18.4	19.4	20.4	8.3	9.3	10.3
IEP	% Prof	8.5	8.9	10.5	7.3	8.1	9.0
	% LND	4.0	4.2	2.6	2.9	2.8	2.0
Total	% Prof	30.7	29.7	29.9	21.1	21.3	22.9
	% LND	1.9	2.1	1.1	1.4	1.5	0.9

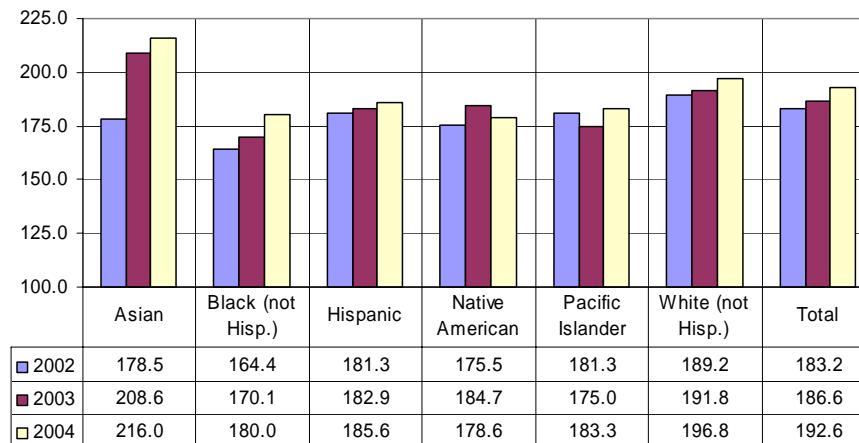
% Prof = Percent of students scoring in top two of five achievement levels (Proficient and Advanced)

% LND=Level Not Determined is the percent of students who did not receive a MAP score. For AYP calculations the students taking the MAP-Alternate have been excluded from LND. Those students have been included in the denominator when calculating the percent of students Proficient or Advanced.

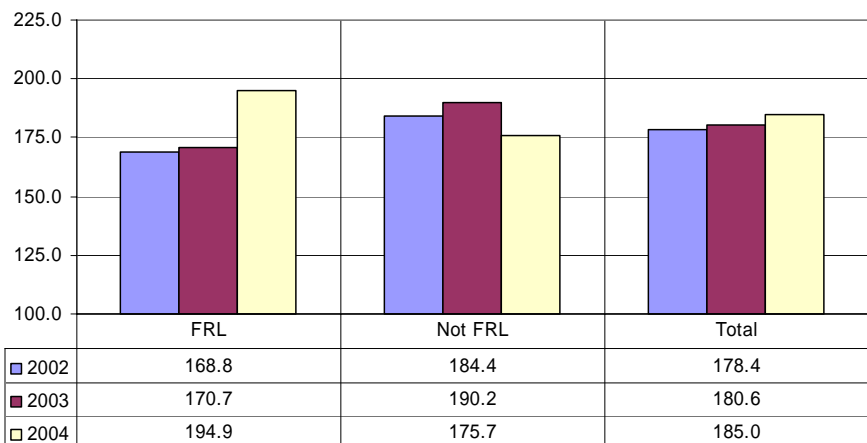
**MAP Communication Arts - Grade 3
IEP Index Trends by Race**



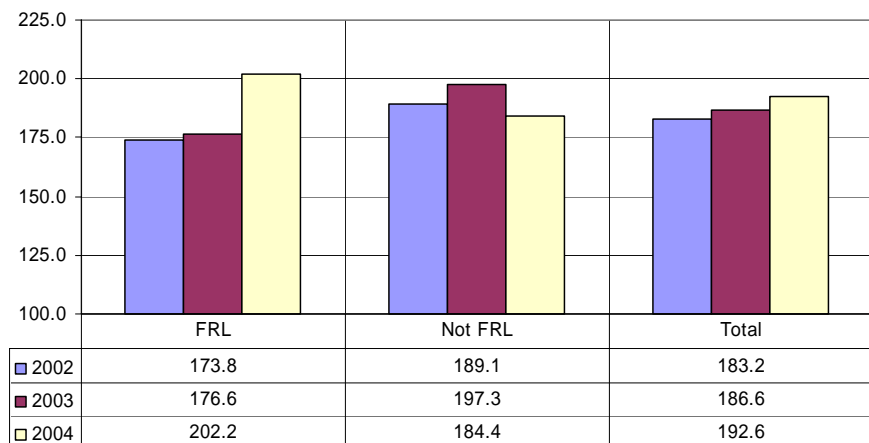
**MAP Mathematics - Grade 4
IEP Index Trends by Race**



**MAP Communication Arts - Grade 3
IEP Index Trends by Free/Reduced Lunch Status**



**MAP Mathematics - Grade 4
IEP Index Trends by Free/Reduced Lunch Status**



Overall, performance on the MAP test has been increasing for students with disabilities, and in all cases except Grade 10 Mathematics, the gap between all students and students with disabilities decreased from 2003 to 2004. Increases are also seen for the larger race/ethnic groups in the state.

MAP-Alternate

- Missouri began assigning achievement levels for students taking the alternate assessment (MAP-A) in 2003-04. Prior to that each goal addressed in the portfolio was rated individually and progress towards each goal was reported.
- In 2004, the MAP-A was assessed at grades 4, 8 and 11. Previously the MAP-A was assessed at ages 9, 13 and 17.
- Due to the MAP-A being assessed at grades 4, 8 and 11, achievement is reported for Grades 4 and 8 Mathematics and Grade 11 Communication Arts in Attachment 3.

MAP Participation

See Attachment 3 – Report of Participation and Performance of Students with Disabilities on State Assessments by Content Area, Grade and Type of Assessment Baseline/Trend Data

Summary of MAP and MAP-A Participation Data

Content Area	Enrollment	Total MAP	Total MAP-A	Percent Participation	Absent	Not Assessed
Math Grade 4	10,490	10,092	159	97.7%	37	202
Math Grade 8	10,396	144	126	97.1%	126	191
Math Grade 10	8,981	8,560	0	95.3%	195	226
Comm Arts Grade 3	10,166	9,905	0	97.4%	26	235
Comm Arts Grade 7	11,170	10,827	0	96.9%	106	237
Comm Arts Grade 11	7,251	6,809	196	96.6%	174	72

Data show the percent of students with disabilities participating in the MAP and MAP-Alternate assessments is over 95% for all grade levels. Students included in the “Not Assessed” category include students who were eligible to take the alternate assessment, but who did not submit a portfolio for one of two reasons:

- 1) In 2004, the MAP Alternate (MAP-A) was assessed at grades 4, 8 and 11. Previously, the MAP-A was assessed at ages 9, 13 and 17. When the DESE made the transition from age eligibility to grade eligibility, students that were grade eligible in 2004 were not required to participate in the assessment if he/she had been assessed in one of the prior two years.
- 2) In 2004, the MAP-A was not required for grades 3, 7 and 10. A contract is in place, and alternate assessments are being developed that will correspond to all MAP assessments by 2006.

Monitoring Data:

Districts are evaluated in regards to performance data including assessment performance and participation. For each performance item indicated as “not met,” the agency must develop a plan to address the lack of progress. The criteria for performance calls have become more rigorous during this third cycle of monitoring. The performance data below shows that an increasing percent of districts are not meeting minimum performance expectations, however, in many cases, each year the threshold has been raised. The performance data provided above show that overall, performance results for students with disabilities have been increasing.

Performance Data 200400 -- Percent of children with disabilities in grade 3 who are proficient readers increases

	Total Districts/ Agencies Reviewed	Number not met	Percent not met
2001-02	99	59	59.6%
2002-03	92	34	37.0%
2003-04	97	53	54.6%

Performance Data 200500 -- Percent of children with disabilities in grade 7 who are proficient readers increases.

	Total Districts/ Agencies Reviewed	Number not met	Percent not met
2001-02	100	66	66.0%
2002-03	92	66	71.7%
2003-04	103	89	86.4%

Performance Data 200600 -- Percentage of children with disabilities in grade 3 who have the MAP Communication Arts exam read to them decreases.

	Total Districts/ Agencies Reviewed	Number not met	Percent not met
2001-02	96	51	53.1%
2002-03	89	66	74.2%
2003-04	91	50	54.9%

Performance Data 200700 -- Percentage of children with disabilities in grade 7 who have the MAP Communication Arts exam read to them decreases.

	Total Districts/ Agencies Reviewed	Number not met	Percent not met
2001-02	97	67	69.1%
2002-03	91	61	67.0%
2003-04	97	59	60.8%

Performance Data 200800 -- Percentage of children with disabilities scoring at the Proficient and Advanced achievement levels increase in Communication Arts - Grade 3.

	Total Districts/ Agencies Reviewed	Number not met	Percent not met
2001-02	96	57	59.4%
2002-03	91	41	45.1%
2003-04	97	55	56.7%

Performance Data 200805 -- Percentage of children with disabilities scoring at the Proficient and Advanced achievement levels increase in Communication Arts - Grade 7.

	Total Districts/ Agencies Reviewed	Number not met	Percent not met
2001-02	98	72	73.5%
2002-03	90	49	54.4%
2003-04	104	83	79.8%

Performance Data 200810 -- Percentage of children with disabilities scoring at the Proficient and Advanced achievement levels increase in Communication Arts - Grade 11

	Total Districts/ Agencies Reviewed	Number not met	Percent not met
2001-02	87	78	89.7%
2002-03	79	64	81.0%
2003-04	84	75	89.3%

Performance Data 200830 -- Percentage of children with disabilities scoring at the Proficient and Advanced achievement levels increase in Math - Grade 4.

	Total Districts/ Agencies Reviewed	Number not met	Percent not met
2001-02	99	43	43.4%
2002-03	92	33	35.9%
2003-04	98	62	63.3%

Performance Data 200835 -- Percentage of children with disabilities scoring at the Proficient and Advanced achievement levels increase in Math - Grade 8

	Total Districts/ Agencies Reviewed	Number not met	Percent not met
2001-02	97	79	81.4%
2002-03	92	67	72.8%
2003-04	104	81	77.9%

Performance Data 200840 -- Percentage of children with disabilities scoring at the Proficient and Advanced achievement levels increase in Math - Grade 10.

	Total Districts/ Agencies Reviewed	Number not met	Percent not met
2001-02	88	74	84.1%
2002-03	97	64	66.0%
2003-04	83	65	78.3%

Performance Data 201000 – Participation in general state assessments is comparable to statewide data.

	Total Districts/ Agencies Reviewed	Number not met	Percent not met
2001-02	0		
2002-03	92	41	44.6%
2003-04	102	45	44.1%

Performance Data 201100 – Percentage participating in alternate assessments at each grade level is no greater than 1% of the student population at that grade level.

	Total Districts/ Agencies Reviewed	Number not met	Percent not met
2001-02	101	4	4.0%
2002-03	83	0	0.0%
2003-04	86	13	15.1%

The following monitoring data provide information on the number of districts reviewed each year and the number and percent that were found out of compliance at the initial review. The last column "Number not cleared" represents the number of districts with noncompliance that was not corrected as of the most recent follow-up review. Several district follow-up reviews are not yet due for districts with initial reviews in 2003-04; those districts are not reflected in the number not cleared. Procedures for clearing the remaining noncompliance are detailed in GS.I.

State & District-wide Assessment 9 -- Modification and accommodations for general state and district-wide assessments are provided, as determined appropriate on the IEP.

	Total Districts/ Agencies Reviewed	Number out of compliance (initial)	Percent out of compliance (initial)	Number not cleared
2001-02	93	8	8.6%	0
2002-03	96	19	19.8%	2
2003-04	105	16	15.2%	2

Indicator B 108100 -- A statement defining the child's participation in state assessments of student achievement.

	Total Districts/ Agencies Reviewed	Number out of compliance (initial)	Percent out of compliance (initial)	Number not cleared
2001-02	95	9	9.5%	0
2002-03	96	10	10.4%	2
2003-04	105	11	10.5%	1

Indicator B 108200 -- A statement defining the child's participation in agency-wide assessments of student achievement.

	Total Districts/ Agencies Reviewed	Number out of compliance (initial)	Percent out of compliance (initial)	Number not cleared
2001-02	94	12	12.8%	0
2002-03	95	16	16.8%	1
2003-04	105	13	12.4%	1

Indicator B 108220 -- Addresses necessary accommodations/modifications:

	Total Districts/ Agencies Reviewed	Number out of compliance (initial)	Percent out of compliance (initial)	Number not cleared
2001-02	91	7	7.7%	0
2002-03	89	10	11.2%	0
2003-04	103	7	6.8%	0

Performance calls made in conjunction with monitoring reviews indicate that many districts are not meeting the minimum acceptable levels of performance for students with disabilities. The performance calls encourage improvement in performance due to the fact that districts must develop a plan to improve performance over time. Results for procedural compliance show that approximately 10%-15% of districts are found out of compliance.

Professional Development

Training modules most pertinent to achievement are included in the following table:

Training/Event Title	Districts attending prior to 2003-04	Unduplicated Districts for 2003-04	Did Not Attend this Event Prior to 2003-04	Did Attend this Event Prior to 2003-04
Differentiated Instruction	13	52	48	4
Least Restrictive Environment in Early Childhood Special Education	30	7	7	0
Least Restrictive Environment in K-12	19	9	7	2
Measurable Goals and Objectives	146	63	44	19

Public Reporting Sites

The following links are two of the primary sources of assessment data for students with and without disabilities:

<http://www.dese.mo.gov/divimprove/assess/>

<http://www.dese.mo.gov/schooldata/>

2. Targets (for reporting period July 1, 2003 through June 30, 2004):

Targets were established in conjunction with the Improvement Plan which was submitted in July 2003. A specific benchmark was not identified for the 2003-2004 school year; however, progress will be assessed by determining progress towards the 2005 benchmark.

2003-2004 Adequate Yearly Progress (AYP) proficiency goals for all students, including students with disabilities, were 20.4% proficient in Communication Arts and 10.3% proficient for Mathematics. For AYP purposes, "proficient" is defined as the Proficient and Advanced achievement levels (top two of five levels).

3. Explanation of Progress or Slippage (for reporting period July 1, 2003 through June 30, 2004):

Missouri was in the improvement planning phase of the Continuous Improvement Monitoring Process during the 2002-2003 school year. Increasing elementary achievement for students with disabilities was selected as a priority area by the Part B Steering Committee. A committee of stakeholders met for two two-day sessions in April 2003. This committee worked through a root cause analysis and identified strategies and activities that would increase elementary achievement for students with disabilities. These activities began during the 2003-2004 school year. The following provides a summary of efforts in the area of student achievement since the last APR. Due to the multi-year plan for many activities, progress on partially completed activities is incorporated in the Future Activities section below.

Improvement Planning/State Improvement Grant

Missouri was awarded a State Improvement Grant (SIG) August 2004. SIG dollars were earmarked to address elementary achievement. In order to allocate SIG dollars, districts were ranked by performance on Communication Arts Grade 3 and Mathematics Grade 4, along with other factors. Approximately 30 districts were selected and notified that they were eligible to use SIG awards for professional development or programs to increase elementary achievement. These districts are working with the special education consultants to analyze data in order to develop improvement plans at which time the SIG awards can be used to implement the improvement plans.

Focused Monitoring Pilot

Simultaneously to identifying districts for SIG assistance, Missouri was working to create a pilot process for focused monitoring of which elementary achievement is a focus area. Six districts that had been identified through the SIG analysis were having district accreditation reviews during 2004-05, and were therefore selected for the focused monitoring pilot process. DESE staff are currently conducting the focused monitoring reviews which include data analysis, file reviews and interviews with students, parents and district staff.

Both the SIG improvement planning process and the focused monitoring process will be evaluated at the end of 2004-05 and district progress will be monitored over the next several years.

Progress Report: Statewide Alternate Assessments

The DESE contracted with Measured Progress to assist in the development of Missouri Revised MAP-A. These new assessments for math and communication arts will be based on grade level expectations and administered at grades 3-8 and high school assessments at grade 11 for communication arts and grade 10 for mathematics. Activities associated with this project are included in the Future Activities section below.

Progress Report: District-wide Assessments and Alternates

The Division is participating in a Department-wide planning committee for the fourth cycle of the Missouri School Improvement Plan (MSIP) which begins with the 2006-2007 school year. Discussions are occurring regarding the report writing forms which are used as school districts are reviewed. The report writing form can be expanded to provide direction to MSIP team members on how to evaluate the required guidelines for including students with disabilities in district testing programs. The intent is to require additional information on district-wide tests used and their purpose, as well as direction on the use of accommodations and modifications and determinations on how children with disabilities would be assessed if they could not participate in district-wide assessments. Changes were not made to the MSIP Standards and Indicators Manual used for district accreditation due to timing issues; however, changes to the report writer should incorporate the needed enhancements.

DESE's Special Education Monitoring Self-Assessment has been modified to include information on the district-wide assessments. Districts being monitored during the 2005-2006 school year will be submitting this information with their Self Assessment in April 2005.

Monitoring reviews during 2004-05 look at assessment information through the Present Level of Educational Performance which addresses state and district-wide assessment participation and the IEP which addresses what tests will be taken and which accommodations, if any, are appropriate for each child. Files are reviewed by the district during the self-assessment and by DESE during the desk and/or onsite reviews.

MAP-Alternate participation data is also reviewed if the percent of participation in the MAP-Alternate is greater than one percent of enrollment, or if the district failed to identify a reasonable number of students to participate in MAP-A based on child count in certain disabilities/placements such as Mental Retardation/Self-Contained. This performance call is reported back to districts in the final report.

4. Projected Targets:

Benchmarks and targets were established in Missouri's Improvement Plan to coincide with AYP state proficiency goals for all students. However, the United States Department of Education approved a revision of the 2005 targets for the AYP state proficiency goals for all students in January 2005. The following table reflects this revision.

Advanced and Proficient (IEP)		
Statewide Progress	Grade 3 Communication Arts	Grade 4 Mathematics
2005 Benchmark	26.6%	17.5%
2008 Target	59.2%	54.2%

- 100% of students with disabilities will participate in MAP or MAP-Alternate assessments
- Assessment results for students with disabilities will be publicly reported with same frequency as for all students

5 & 6. Future Activities to Achieve Projected Targets/Results and Projected Timelines and Resources:

See also GS.I, GS.IV, GS.V, BP, BF.V and BF.VI

Cluster/ Probe	Improvement Strategies	Benchmarks/Activities	Timeline	Resources
BF.IV	IEPs teams will utilize the grade level expectations for reading and mathematics for students with disabilities in grades K-4.	Final versions of grade level expectations to special education directors, parent and special education teachers.	2004-2005	<u>Section Responsibility:</u> Effective Practices <u>Funding Type:</u> SIG Part B
		Training developed on how to incorporate the grade level expectations into IEPs.	2005-2006	
BF.IV	Research-based practice information regarding reading and math instruction for students with disabilities will be implemented at the local level.	Research-based models and materials effective for students with disabilities and high poverty identified	2004-2005	<u>Section Responsibility:</u> Effective Practices RPDC Consultants MRI and Reading First <u>Funding Type:</u> SIG Part B
		Collaboration with existing DESE reading initiatives (Reading First and MRI Accelerated Schools.)	2004-2005	
		District staff trained in models through the RPDCs	2004-2005	
		Website/link updated.	2005-2006	

Cluster/ Probe	Improvement Strategies	Benchmarks/Activities	Timeline	Resources
BF.IV	Technical assistance and training in the use of appropriate accommodations will be developed.	Trainers trained	2004-2005	<u>Section Responsibility:</u> Effective Practices <u>Funding Type:</u> SIG Part B
		Training conducted and technical assistance available	2005-2006	
BF.IV	Districts implementing Problem Solving and Differentiated Instruction will reduce the number of referrals to special education	Data collected on referral rates	2006	<u>Section Responsibility:</u> Effective Practices <u>Funding Type:</u> SIG Part B
		Monitoring Standards revised	2006-2007	
		Training conducted on monitoring process and expectations	2006-2007	
BF.IV BF.I GS.V	Develop and implement training for educators regarding data based decision-making	Annual Program Evaluation model developed	Completed	<u>Section Responsibility:</u> Effective Practices Data Coordination Compliance <u>Funding Type:</u> Part B
		Training for Directors of special education and curriculum directors developed and implemented.	2004-2005	
		Training implemented in nine RPDC regions	2004-2005	
		Targeted technical assistance to districts developed based on special education district Profile data.	2004-2005	
		Special education Consultants in RPDCs provided technical assistance regarding professional development needs	2004-2005	
BF.IV	From the MAP assessment, create a usable system of the data designed to help teachers move students with disabilities to the proficient level	Crystal Reports selected as new software	Completed	<u>Section Responsibility:</u> Data Coordination Effective Practices Compliance <u>Funding Type:</u> Part B
		Students with disabilities reports reviewed	2004-2005	

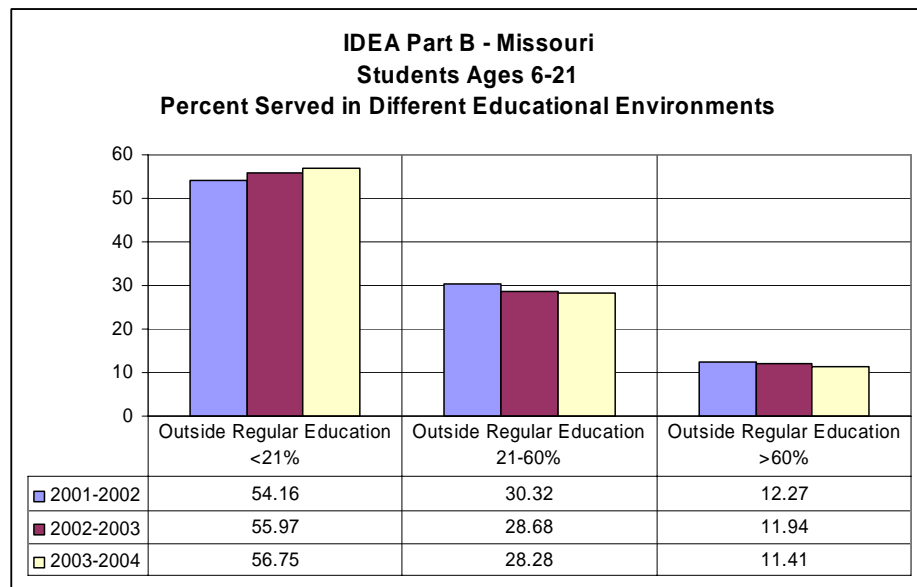
Cluster/ Probe	Improvement Strategies	Benchmarks/Activities	Timeline	Resources
BF.IV	Develop online professional development modules and study group resources for online reference for professional development.	Discussions with IHE faculty and CISE the possibilities for web-based offerings for parents and teachers regarding increasing student achievement	Completed	<u>Section Responsibility:</u> Effective Practices <u>Funding Type:</u> Part B
		Learning community resources determined for parents and teachers	2005-2006	
		Existing modules to put online identified	2004-2005 and 2005-2006	
		Resources put online for easy access	2005-2006	
		Surveys of desired online professional development resources conducted	2004-2005	
		Survey of how these resources are used conducted	2005-2006	
BF.IV	Develop Missouri's Revised MAP-Alternate	Contract with Measured Progress	Completed	<u>Section Responsibility:</u> Effective Practices <u>Funding Type:</u> Part B
		Development of Revised MAP-A	Completed	
		Pilot training	Completed	
		Pilot implementation	Spring 2005	
		Revise and finalize materials	Winter 2005	
		Full implementation	Spring 2006	

BF.V Children with disabilities are educated with nondisabled peers to the maximum extent appropriate, including preschool.

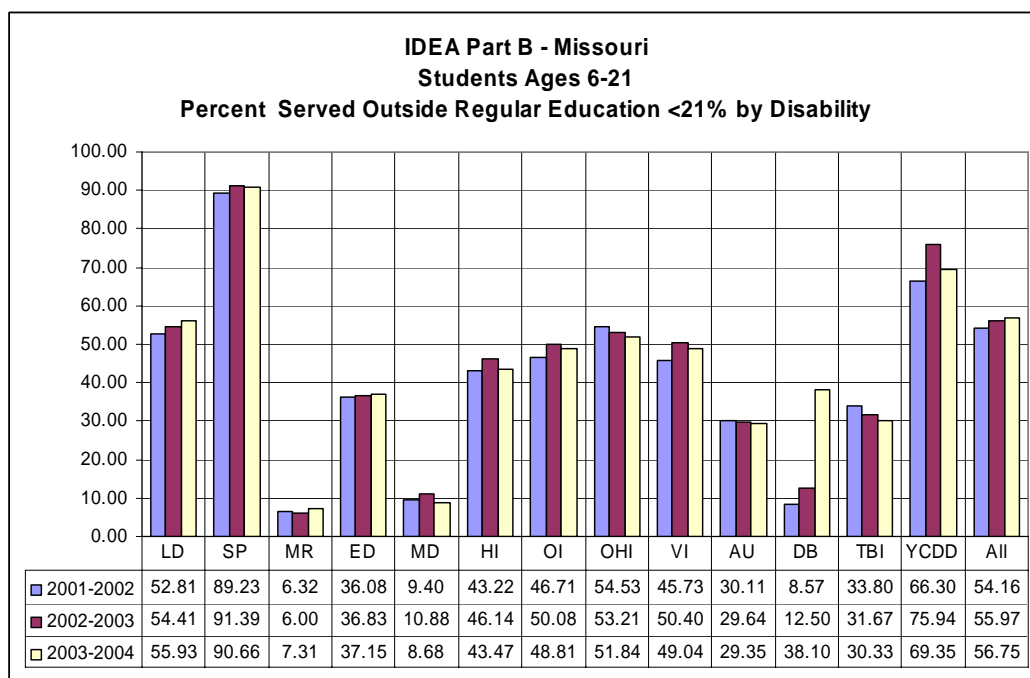
1. Baseline/Trend Data and Analysis (for reporting period July 1, 2003 through June 30, 2004):

School Age Data (Students Ages 6-21):

IDEA Part B - Missouri and United States Missouri and United States Percent of Students Ages 6-21 Served in Different Educational Environments						
School Year	Outside Regular Class <21%		Outside Regular Class 21- 60%		Outside Regular Class >60%	
	MISSOURI	US	MISSOURI	US	MISSOURI	US
2001-2002	54.16	48.44	30.32	28.29	12.27	19.23
2002-2003	55.97	48.22	28.68	28.73	11.94	19.02
2003-2004	56.75	49.87	28.28	27.67	11.41	18.53



IDEA Part B - Missouri and United States Percent of Students Ages 6-21 Served in Different Educational Environments by Disability 2003-2004						
Disability Category	Outside Regular Class <21%		Outside Regular Class 21- 60%		Outside Regular Class >60%	
	MISSOURI	US	MISSOURI	US	MISSOURI	US
Learning Disabled	55.93	48.75	36.98	37.32	6.36	12.99
Speech/Language Impairment	90.66	88.15	7.20	6.78	2.01	4.65
Mental Retardation	7.31	11.64	32.90	30.24	45.66	51.82
Emotional Disturbance	37.15	30.30	28.11	22.55	20.66	30.24
Multidisabled	8.68	12.08	18.61	17.16	46.29	45.81
Hearing Impairment	43.47	44.91	28.87	19.13	11.92	22.22
Orthopedic Impairment	48.81	46.72	26.02	20.91	18.03	26.19
Other Health Impairment	51.84	51.07	34.61	30.47	10.90	14.98
Visual Impairment	49.04	54.57	18.26	16.89	7.64	15.66
Autism	29.35	26.78	28.98	17.71	32.39	43.89
Deaf/Blindness	38.10	22.15	9.52	13.91	33.33	33.56
Traumatic Brain Injury	30.33	34.56	37.02	29.92	25.96	27.14
Young Child with Dev. Delay	69.35	51.19	19.03	28.11	10.65	18.67
All	56.75	49.87	28.28	27.67	11.41	18.53



Source of School Age Data:

- IDEA Part B Educational Environment (2002), Table AB2, Number and Percentage Served (Ages 6-21), by Educational Environment, Disability, and State at http://www.ideadata.org/tables26th/ar_ab2.xls as of 12/28/04.
- IDEA Part B Educational Environment (2001), Table ABB2, Number and Percentage Served (Ages 6-21), by Educational Environment, Disability, and State at http://www.ideadata.org/tables26th/ar_abb2.xls as of 12/28/04.
- IDEA Part B Educational Environment (2000), Table AB2, Number and Percentage Served (Ages 6-21), by Educational Environment, Disability, and State at http://www.ideadata.org/tables25th/ar_ab2.xls as of 12/28/04.

Notes: United States Percent Served in Different Educational Environments includes United States, District of Columbia and Puerto Rico.

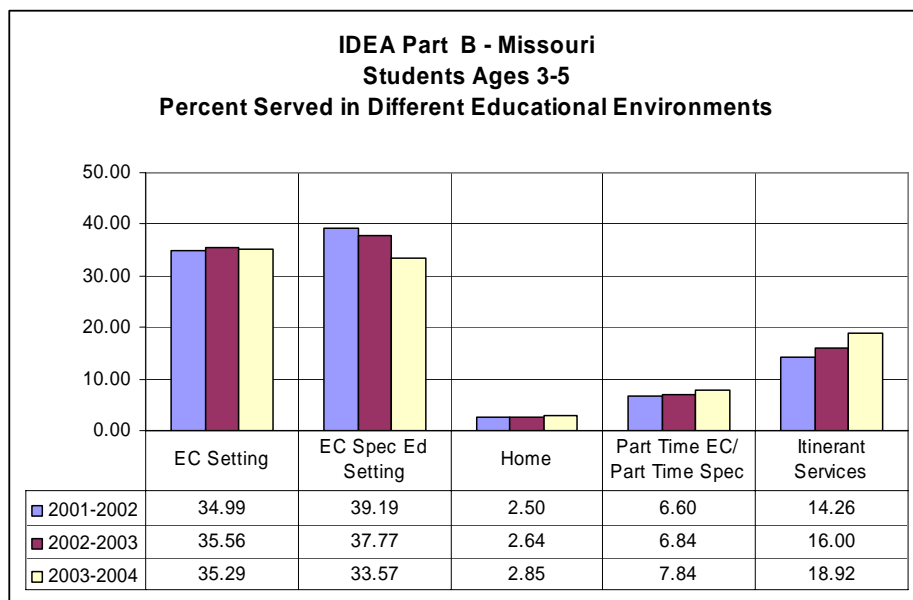
Formulas:

- Percent of students served in educational environment by disability = (Number in placement by disability category/Total of all placements within disability category) x 100
- Percent of students served in educational environment = (Number in placement/Total of all placements) x 100
- Total placements=Outside Regular Class <21%, Outside Regular Class 21-60%, Outside Regular Class >60%, Public Separate Facility, Private Separate Facility, Public Residential Facility, Private Residential Facility, and Homebound/Hospital

Early Childhood Data (Students Ages 3-5):

IDEA Part B														
Missouri and United States														
Percent of Students Ages 3-5 Served in Different Educational Environments														
School Year	Early Childhood Setting		Early Childhood Special Education		Home		Part Time Early Childhood/ Part Time		Residential Facility		Separate School		Itinerant Services Outside Home	
	MISSOURI	US	MISSOURI	US	MISSOURI	US	MISSOURI	US	MISSOURI	US	MISSOURI	US	MISSOURI	US
2001-2002	34.99	36.87	39.19	31.38	2.50	3.08	6.60	14.21	0.08	0.10	2.37	3.40	14.26	9.53
2002-2003	35.56	35.39	37.77	32.04	2.64	3.06	6.84	15.08	0.05	0.09	1.13	3.01	16.00	10.00
2003-2004	35.29	33.93	33.57	32.40	2.85	2.93	7.84	16.37	0.01	0.09	1.51	2.74	18.92	10.40

IDEA Part B Percent of Students Ages 3-5 Served in Different Educational Environments by Disability 2003-2004 School Year															
Disability Category	Early Childhood Setting		Early Childhood Special Education Setting		Home		Part Time Early Childhood/ Part Time Special Education Setting		Residential Facility		Separate School		Itinerant Services Outside Home		
	MISSOURI	US	MISSOURI	US	MISSOURI	US	MISSOURI	US	MISSOURI	US	MISSOURI	US	MISSOURI	US	
Learning Disabled	62.14	43.19	12.62	27.25	0.00	1.21	23.30	22.01	0.00	0.04	0.97	0.47	0.97	3.76	
Speech/Language Impairment	63.55	40.22	5.73	22.30	1.43	1.47	3.99	15.66	0.00	0.03	0.08	0.75	25.22	18.89	
Mental Retardation	13.74	21.87	45.60	53.38	0.55	2.50	21.43	13.79	0.00	0.06	16.48	5.48	2.20	2.45	
Emotional Disturbance	20.69	26.27	27.59	43.18	1.72	2.79	18.97	17.88	0.00	0.38	17.24	5.13	13.79	3.45	
Multidisabled	7.35	19.39	52.94	51.60	5.88	4.90	13.24	10.43	0.00	0.79	16.18	9.77	4.41	2.13	
Hearing Impairment	15.84	21.77	40.59	42.20	1.98	2.48	7.92	18.78	1.98	1.47	29.70	9.04	1.98	3.09	
Orthopedic Impairment	36.51	30.32	34.92	42.15	3.17	2.78	14.29	17.38	0.00	0.14	3.17	4.04	7.94	2.23	
Other Health Impairment	35.67	22.11	29.30	46.30	3.18	3.72	28.03	20.33	0.00	0.08	1.91	3.05	1.91	3.54	
Visual Impairmant	27.91	26.43	23.26	37.99	0.00	5.72	27.91	17.63	0.00	1.26	18.60	7.51	2.33	2.23	
Autism	21.11	21.58	51.26	50.67	1.01	2.05	20.10	17.79	0.00	0.07	6.03	4.89	0.50	0.98	
Deaf/Blindness	.	20.82	.	30.61	.	6.12	.	20.41	.	1.63	.	15.92	.	1.22	
Traumatic Brain Injury	7.14	27.69	42.86	33.87	0.00	3.51	7.14	23.43	0.00	0.43	42.86	8.63	0.00	1.70	
Young Child with Dev. Delay	21.07	29.22	48.11	40.18	3.74	4.98	8.61	16.87	0.00	0.08	1.22	4.44	17.25	2.49	
All	35.29	33.93	33.57	32.40	2.85	2.93	7.84	16.37	0.01	0.09	1.51	2.74	18.92	10.40	



Source of Early Childhood Data:

- o IDEA Part B Educational Environment (2002), Table AB1, Number and Percentage Served (Ages 3-5), by Educational Environment, Disability, and State at http://www.ideadata.org/tables26th/ar_ab2.xls as 12/28.04.
- o IDEA Part B Educational Environment (2001), Table AB1, Number and Percentage Served (Ages 3-5), by Educational Environment, Disability, and State at http://www.ideadata.org/tables26th/ar_abb1.xls as 12/28.04.
- o IDEA Part B Educational Environment (2000), Table AB1, Number and Percentage Served (Ages 3-5), by Educational Environment, Disability, and State at http://www.ideadata.org/tables25th/ar_ab1.xls as 12/28.04

Notes:

- o United States Percent Served in Different Educational Environments includes United States, District of Columbia and Puerto Rico.
- o In the State of Missouri, preschool is not mandatory, but districts must provide Early Childhood Special Education Services to families who qualify for and want them.

Formulas:

- o Percent of students served in educational environment by disability = (Number in placement by disability category/Total of all placements within disability category) x 100
- o Percent of students served in educational environment = (Number in placement/Total of all placements) x 100
- o Total placements=Early Childhood Setting, Early Childhood Special Education Setting, Home, Part Time Early Childhood/Part Time Early Childhood Special Education Setting, Residential Facility, Separate School and Itinerant Services Outside Home

In general, Missouri's data on educational environments compares favorably to national data. For the school-age population, the percent of students outside the regular class less than 21% has been increasing, while more restrictive placements have been decreasing. Data on students ages 3-5 is very comparable to national data with the exception of the Part Time Early Childhood/Part Time Early Childhood Special Education (Missouri lower than national) and the Itinerant Services Outside the Home categories (Missouri higher than national).

Monitoring Data:

The following monitoring data provide information on the number of districts reviewed each year and the number and percent that were found out of compliance at the initial review. The last column "Number not cleared" represents the number of districts with noncompliance that was not corrected as of the most recent follow-up review. Several district follow-up reviews are not yet due for districts with initial reviews in 2003-04; those districts are not reflected in the number not cleared. Procedures for clearing the remaining noncompliance are detailed in GS.I.

Spec Ed & Related Services 6 -- Children with disabilities are provided supplementary aids and services, accommodations and modifications to support success in regular education settings.

	Total Districts/ Agencies Reviewed	Number out of compliance (initial)	Percent out of compliance (initial)	Number not cleared
2001-02	91	22	24.2%	1
2002-03	92	29	31.5%	4
2003-04	106	25	23.6%	0

Narrative Response 300200 – The agency's regular and special educators collaborate at all levels to help children with disabilities receive appropriate services and progress in the general curriculum.

	Total Districts/ Agencies Reviewed	Number out of compliance (initial)	Percent out of compliance (initial)	Number not cleared
2001-02	0			
2002-03	88	1	1.1%	0
2003-04	103	1	1.0%	0

Narrative Response 300700 – The agency provides opportunities for the ECSE staff to collaborate with regular education programs to provide access to appropriate services and general education curriculum.

	Total Districts/ Agencies Reviewed	Number out of compliance (initial)	Percent out of compliance (initial)	Number not cleared
2001-02	0			
2002-03	0			
2003-04	90	3	3.3%	0

Interview 306410 – Results of interview indicate students with IEPs are placed in the least restrictive environment.

	Total Districts/ Agencies Reviewed	Number out of compliance (initial)	Percent out of compliance (initial)	Number not cleared
2001-02	38	3	7.9%	0
2002-03	36	2	5.6%	0
2003-04	33	6	18.2%	0

Performance Data 200200 -- The percentage of children with disabilities served at each point of the placement continuum is comparable to statewide data.

	Total Districts/ Agencies Reviewed	Number not met	Percent not met
2001-02	101	38	37.6%
2002-03	94	36	38.3%
2003-04	103	41	39.8%

Performance Data 200210 -- The percentage of ECSE children with disabilities served at each point of the placement continuum is comparable to statewide averages.

	Total Districts/ Agencies Reviewed	Number not met	Percent not met
2001-02	0		
2002-03	81	24	29.6%
2003-04	86	27	31.4%

Performance Data 200300 -- The percentage of children with disabilities in each disability category, served at each point of the placement continuum, is comparable to statewide data.

	Total Districts/ Agencies Reviewed	Number not met	Percent not met
2001-02	0		
2002-03	94	18	19.1%
2003-04	103	21	20.4%

LRE 4 -- Placement options along the continuum are made available to the extent necessary to implement each child's IEP, including community-based options for preschool children.

	Total Districts/ Agencies Reviewed	Number out of compliance (initial)	Percent out of compliance (initial)	Number not cleared
2001-02	102	38	37.3%	0
2002-03	99	32	32.3%	10
2003-04	106	42	39.6%	0

Indicator B 107800 -- Extent of non-participation in regular education.

	Total Districts/ Agencies Reviewed	Number out of compliance (initial)	Percent out of compliance (initial)	Number not cleared
2001-02	90	6	6.7%	0
2002-03	96	20	20.8%	7
2003-04	106	39	36.8%	0

Indicator B 109230 – Placement decisions are based on a continuum of alternative options

	Total Districts/ Agencies Reviewed	Number out of compliance (initial)	Percent out of compliance (initial)	Number not cleared
2001-02	13	1	7.7%	0
2002-03	96	4	4.2%	0
2003-04	105	6	5.7%	0

Indicator B 109240 – Placement decisions are based on the IEP with consideration of regular education classroom with supplementary aids and services

	Total Districts/ Agencies Reviewed	Number out of compliance (initial)	Percent out of compliance (initial)	Number not cleared
2001-02	95	5	5.3%	0
2002-03	96	4	4.2%	0
2003-04	104	4	3.8%	0

Monitoring data indicate that noncompliance is being identified at the district level both through file reviews and interviews. The non-compliance has either been cleared or procedures discussed in GS.I have been implemented. Performance calls also show that many districts are not meeting performance expectations. The performance expectations have become more rigorous over the past three years and promote improvement by requiring that districts submit an assurance statement that they will develop a plan to improve performance.

Least Restrictive Environments Professional Development Trainings

Training/Event Title	Districts attending prior to 2003-04	Unduplicated Districts for 2003-04	Did Not Attend this Event Prior to 2003-04	Did Attend this Event Prior to 2003-04
Least Restrictive Environments – ECSE	30	7	7	0
Least Restrictive Environments – K-12	19	9	7	2

Currently, very few districts are choosing to participate in LRE trainings. Beginning in the 2004-05 school year, corrective actions will require district staff to attend LRE trainings when appropriate.

2. Targets (for reporting period July 1, 2003 through June 30, 2004):

- Continue to increase placements of students with disabilities in more inclusive environments to provide access to the general education curriculum

3. Explanation of Progress or Slippage (for reporting period July 1, 2003 through June 30, 2004):

Placement decisions and least restrictive environments continue to be emphasized in a variety of ways:

- Special Education District Profiles report trend data on educational environments
- Performance calls on LRE data are included in monitoring reports
- Focused monitoring reviews are looking closely at LRE through file reviews and interviews
- Professional development modules regarding LRE are offered
- Annual Program Evaluation model encourages analysis of all aspects of the special education system, including LRE

4. Projected Targets:

- Continue to increase placements of students with disabilities in more inclusive environments to provide access to the general education curriculum.
- Additional targets are included in the Future Activities table.

5 & 6. Future Activities to Achieve Projected Targets/Results and Projected Timelines and Resources:

See also GS.VI

Cluster/ Probe	Improvement Strategies	Benchmarks/Activities	Timeline	Resources
BF.V BF.I BF.IV	Develop and implement professional development training curriculum on access to the general education classroom such as: <ul style="list-style-type: none"> • Differentiated instruction • Problem solving for high quality interventions • Quality eligibility determinations • PBS • Curriculum based measurement • K-12 LRE • ECSE LRE • MGO • Self-Determination • Differentiated Instruction for Vocational Education (K-4) 	Curriculum developed	Completed	<u>Section Responsibility:</u> Effective Practices Compliance RPDC Consultants <u>Funding Type:</u> Part B SIG
		Coordinated plan developed for training general educators with Title I, Leadership Academy, accelerated schools and RPDC	Completed	
		Regional, RPDC and in- district trainers identified.	Completed	
		Train the Trainer sessions conducted or RPDC consultants, Regional Trainers and In-district trainers.	2004-2005	
		Credential RPDC and regional trainers	2004-2005	
		Training in the nine RPDC regions and medium/large districts conducted	2004-2005	
		Impact of the training evaluated	2005-2006	
BF.V BF.IV	Embed content of the curriculum in pre-service education coursework	Meeting convened with IHE representatives	Completed	<u>Section Responsibility:</u> Effective Practices <u>Funding Type:</u> Part B SIG
		Workgroup convened to develop strategies and timelines	2004-2005	
		Appropriate areas in existing areas identified to embed strategies	2004-2005	

BF.VI The early language/communication, pre-reading and social-emotional skills of preschool children with disabilities receiving special education and related services are improving.

1. Baseline/Trend Data and Analysis (for reporting period July 1, 2003 through June 30, 2004):

This area of focus was established by the Office of Special Education Programs in January of 2004, and data are currently limited due to sampling methodology of the assessment instrument used prior to and including school year 2003-2004 (see description of School Entry Profile below). The administration of this instrument will be expanded in the 2004-2005 school year to include assessment of all children exiting early childhood special education.

School Entry Profile:

The School Entry Profile is an assessment instrument used to rate the school readiness of a sample of students in Missouri public elementary districts and schools. The Profile consists of 65 ratings items that reflect entry-level skills, knowledge, behaviors, and dispositions in seven areas of development. Areas identified include symbolic development, communication, mathematical/physical knowledge, working with others, learning to learn, physical development, and conventional knowledge. Raw scores are converted to standard scores with a mean of 100 and a standard deviation of 15. Additionally, parents complete a Parent/Guardian Survey about their children's health, education, and home literacy experiences prior to kindergarten. Parents indicate whether their child had experienced or participated in each of the following prior to kindergarten: Parents as Teachers (PAT), First Steps, Early Childhood Special Education, Early Head Start, Head Start, public pre-school, private pre-school, child care at a center, parent care at own home, child care at own home, and child care at another private home.

The data below has not been updated since the 2002-03 APR since the School Entry Profile assessment was not administered in the Fall 2003. Fall 2004 results are not yet available. Results for children with disabilities (subset of the sample of all students) were as follows:

School Entry Profile Standard Scores														
Readiness Scales	Fall 1998			Fall 1999			Fall 2000			Fall 2002			Comparison of Differences	
	All IEP	Spec. Ed. Services Plus PAT & Pre-School	Difference	All IEP	Spec. Ed. Services Plus PAT & Pre-School	Difference	All IEP	Spec. Ed. Services Plus PAT & Pre-School	Difference	All IEP	Spec. Ed. Services Plus PAT & Pre-School	Difference	Average Difference All Years Assessed	Average Difference 2000 and 2002
Symbolic Development	95.2	98.1	2.9	97.2	95.7	-1.5	96.9	95.4	-1.5	96.1	97.7	1.6	0.4	0.1
Communication	95.0	99.3	4.3	96.8	95.7	-1.1	96.0	95.9	-0.1	94.7	96.5	1.8	1.2	0.9
Mathematical/Physical Knowledge	95.1	101.4	6.3	96.8	96.0	-0.8	95.1	96.1	1.0	94.7	98.5	3.8	2.6	2.4
Working with Others	95.3	99.4	4.1	98.3	99.2	0.9	95.5	96.1	0.6	96.2	98.0	1.8	1.9	1.2
Learning to Learn	95.1	99.6	4.5	97.9	95.6	-2.3	96.0	95.8	-0.2	94.3	97.0	2.7	1.2	1.3
Conventional Knowledge	94.8	99.3	4.5	96.5	96.5	0.0	97.1	96.8	-0.3	94.9	99.5	4.6	2.2	2.2
Preparation for Kindergarten	95.5	99.9	4.4	96.9	97.5	0.6	96.3	98.8	2.5	95.5	99.9	4.4	3.0	3.5
	N=334	N=42	-	N=195	N=46	-	N=353	N=118	-	N=349	N=93	-	-	-

Source: Missouri Department of Elementary and Secondary Education - School Entry Assessment Project Report of Findings for 1999, 2000, and 2002.

Notes:

- o The School Entry Profile was not conducted in 2001 or 2003.
- o The mean standardized scale score is 100 with a standard deviation of 15.
- o All IEP are all the children with identified disabilities attending kindergarten in the sample districts/schools.
- o Spec. Ed. Services plus PAT & Pre-School are the children with identified disabilities attending kindergarten in the sample district/school who participated in the following pre-kindergarten experiences: Special Education (First Steps, Early Childhood Special Education, etc.), Parents as Teachers (PAT), and pre-school (public or private).

Formulas: Readiness Scale Difference = Spec. Ed. Services plus PAT & Pre-School Readiness Scale Standard Score – All IEP Readiness Scale Standard Score

School Entry Profile - Comparison of Trends:

Of the students assessed:

- All seven Readiness Scales for All IEP and Special Education Services plus PAT and Pre-school were within one standard deviation of the mean, i.e. standard scores were greater than 85 and less than 115.
- All seven areas of development for All IEP and Special Education Services plus PAT and Pre-school were below the mean with the exception of Mathematical/Physical Knowledge in 1998 which was slightly above the mean.
- In each year assessed, children with pre-kindergarten experiences in Special Education Services plus PAT and Pre-School received higher scores in Working with Others and Preparation for Kindergarten than All IEP.
- Based on the average differences of all seven areas assessed, children with pre-kindergarten experiences in Special Education Services plus PAT and Pre-School obtained higher standard scores than All IEP in all seven areas of development

Data suggests that, of the small sample of children with disabilities who were rated, those with pre-kindergarten experiences in Special Education Services plus PAT and Pre-School, exhibited greater levels of school readiness in all seven areas of development. Additionally, scores of this sample grouping increased the last two assessment years (2000 and 2002) suggesting improvements in school readiness from special education and related services combined with PAT and pre-school. However, it should be noted that these data represent only a fraction of pre-school children with disabilities in the State of Missouri.

2. Targets (for reporting period July 1, 2003 through June 30, 2004):

- Continue ongoing discussion about valid and reliable assessment methodology to measure performance level of pre-school children.
- Continue to increase the performance level of children who receive special education and related services prior to age 5.

3. Explanation of Progress or Slippage (for reporting period July 1, 2003 through June 30, 2004):

Data on the areas of early language, pre-reading, and social-emotional skills of children in Missouri's Early Childhood Special Education (ECSE) program is being primarily collected through the School Entry Profile. As noted above, the administration of the School Entry Profile is being expanded in the 2004-2005 school year to include assessment of all children exiting early childhood special education who are kindergarten eligible for the 2005-06 school year. Nearly 1000 ECSE teachers were trained during workshops for the School Entry Profile in preparation for the spring 2005 assessment. Targets will be established upon receipt of this data, which will be used as the baseline for, and included in, Missouri's next APR for 2004-05. Since this Profile is also used as an exit assessment for Title 1 and Missouri Preschool Project programs, it is anticipated that outcomes for children with disabilities will be measured and evaluated in terms of parity with nondisabled peers.

In addition to the School Entry Profile data, Missouri will be implementing a student identification system for all students receiving educational services, (general and special education) through public schools in the state. When fully implemented and student-level data is available, this system may allow for the long-term analysis of program and individual child outcomes/student achievement, as well as the level or frequency of students exiting and re-entering the special education system.

4. Projected Targets:

- Continue ongoing discussion about valid and reliable assessment methodology to measure performance level of pre-school children
- Continue to increase the performance level of children who receive special education and related services prior to age 5
- Train all ECSE teachers on administering the School Entry Profile
- Implement School Entry Profile for all children exiting ECSE

5 & 6. Future Activities to Achieve Projected Targets/Results and Projected Timelines and Resources:

Cluster/ Probe	Improvement Strategies	Benchmarks/Activities	Timeline	Resources
BF.VI	Implement statewide assessment of children exiting Early Childhood Special Education programs	Train ECSE teachers on administering the Profile	Completed	<u>Section</u> <u>Responsibility:</u> EP, Data <u>Funding Type:</u> Part B
		Assess all students exiting ECSE	2004-2005	
		Analyze results, establish baseline and targets	2005-2006	
BF.VI BP BF.IV BF.V	Establish ongoing dialogue among personnel at DESE (Early childhood, Title I, Special Education) and school administrators and agencies to provide leadership and guidance on issues related to providing appropriate services to preschool children including children with disabilities. <ul style="list-style-type: none"> • Incorporating Missouri Pre-K standards in IEPs • Establishment of a Born to Learn vs. Ready to Learn philosophy. • Increased technical assistance on ECSE LRE • Research-based practices identified and disseminated 	Stakeholders identified	2005-2006	<u>Section</u> <u>Responsibility:</u> EP <u>Funding Type:</u> Part B
		Guidance developed	2005-2006	
		Policies reviewed and revised	2005-2006	
		Best practices disseminated	2005-2006	

Cluster Area V: Secondary Transition (BT)

Question: Is the percentage of youth with disabilities participating in post-school activities (e.g., employment, education, etc.) comparable to that of nondisabled youth?

State Goals (for reporting period July 1, 2003 through June 30, 2004):

- The percentage of students with disabilities employed or enrolled in continuing education six months post-vocational training will increase or be maintained at a high level.*
- The percentage of students with disabilities employed or enrolled in continuing education six months post-graduation will increase or be maintained at a high level.*
- The Department of Elementary and Secondary Education ensures that general and special education personnel are trained in the appropriate content to improve post-secondary outcomes of students with disabilities.*
- Increased incentives for administrators to promote the provision of appropriate and effective transition programming to improve post-secondary outcomes of students with disabilities.
- Districts will integrate data into secondary transition decision-making processes to improve post-secondary outcomes of students with disabilities.*
- Increased collaboration among agencies that provide services to students with disabilities to improve post-secondary outcomes of students with disabilities.
- The Department of Elementary and Secondary Education (DESE) will collaborate with Institutes of Higher Education (IHE) to develop appropriate course content for new and existing teachers to improve post-secondary outcomes of students with disabilities.
- Dissemination system available for current/new practices and information on secondary transition to improve post-secondary outcomes of students with disabilities.

*Also goal/indicator for students who are non-disabled

Performance Indicator(s) (for reporting period July 1, 2003 through June 30, 2004):

- The percentage of students with disabilities employed or enrolled in continuing education six months post-vocational training.
- The percentage of students with disabilities employed or enrolled in continuing education six months post-graduation.

1. Baseline/Trend Data (for reporting period July 1, 2003 through June 30, 2004):

Six Month Post-Graduate Follow-Up											
Follow-Up Categories	2001 Graduates			2002 Graduates			2003 Graduates				
	Students with Disabilities	All Students	Diff	Students with Disabilities	All Students	Diff	Students with Disabilities		All Students		Diff
Continuing Education Categories	%	%	%	%	%	%	#	%	#	%	%
4 - Year College	12.2%	39.5%	-27.3%	11.2%	39.6%	-28.4%	618	12.6%	22,029	38.7%	-26.1%
2 - Year College	23.2%	24.6%	-1.4%	24.8%	25.5%	-0.7%	1,148	23.4%	15,255	26.8%	-3.4%
Non - College	6.9%	3.9%	3.0%	7.5%	4.1%	3.4%	304	6.2%	2,277	4.0%	2.2%
<i>Total Continuing Education</i>	42.3%	68.0%	-25.7%	43.6%	69.2%	-25.6%	2,070	42.2%	39,561	69.5%	-27.3%
Employed Categories											
Military	2.9%	3.6%	-0.7%	3.5%	3.6%	-0.1%	163	3.3%	1,935	3.4%	-0.1%
Employment ⁴	42.2%	21.0%	21.2%	39.1%	20.1%	19.0%	1,874	38.2%	10,986	19.3%	18.9%
<i>Total Employed Categories</i>	45.2%	24.6%	20.6%	42.6%	23.7%	18.9%	2,037	41.5%	12,922	22.7%	18.8%
Total Employed and Continuing	87.5%	92.6%	-5.1%	86.2%	92.9%	-6.7%	4,107	83.7%	52,483	92.2%	-8.5%
Other	12.1%	5.6%	6.5%	8.4%	3.6%	4.8%	485	9.9%	1,765	3.1%	6.8%
Unknown/Unable to Locate	0.7%	0.3%	0.4%	5.3%	3.6%	1.7%	313	6.4%	2,675	4.7%	1.7%
Total All Categories ¹	100.0%	100.0%	NA	100.0%	100.0%	NA	4,905	100.0%	56,923	100.0%	NA
Total Graduates							5,650				
Percent Follow-up Reported ²	80.1%			85.6%				86.8%			
Percent Employed or Continuing ³	70.0%			73.8%				72.7%			

Source:

Data from Screen 8 of Core Data as of 12/10/04.

Notes:

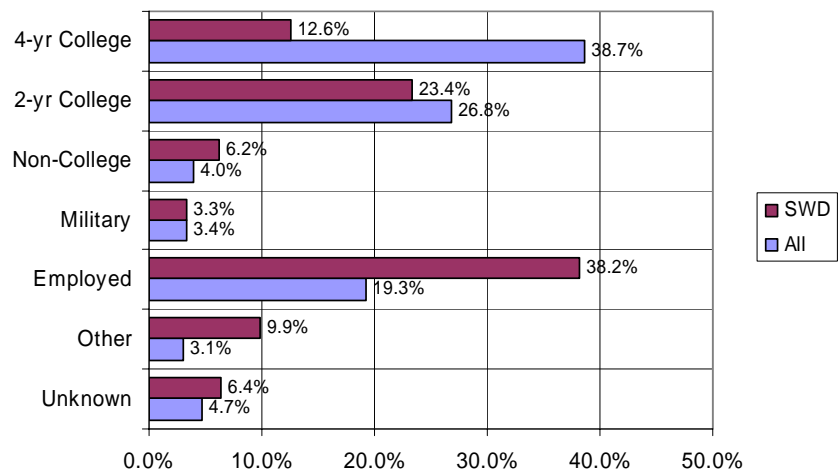
1. Percents based on total number of graduates with follow-up reported.

2. Percents = Total of All Follow-up Categories/Total Graduates

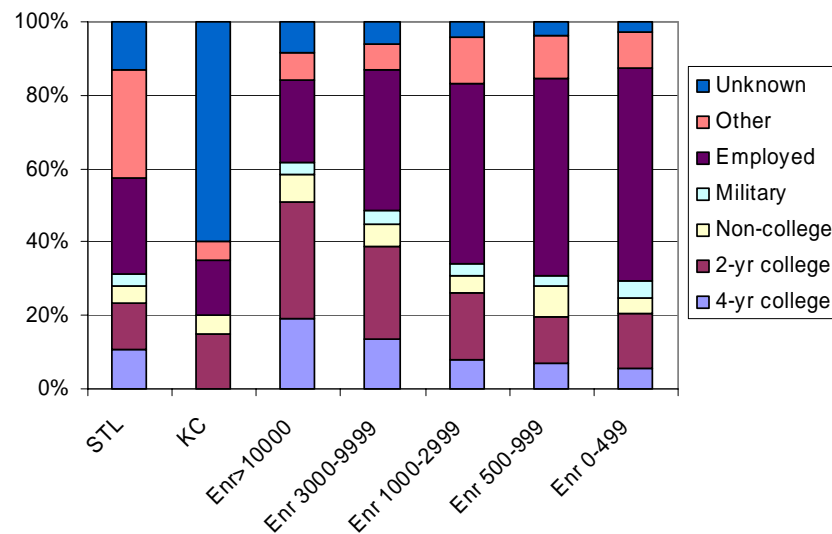
3. Percents = Total Employed or Continuing Education/Total Graduates

4. The Employment Category for students with disabilities may include sheltered workshop. Sampling estimates of 2002 and 2003 graduates suggest 160 students per year transition from school to employment in sheltered workshops. Although Vocational Rehabilitation cannot count this employment as a successful outcome for federal reporting, OSEP has not imposed that same interpretation on SEAs.

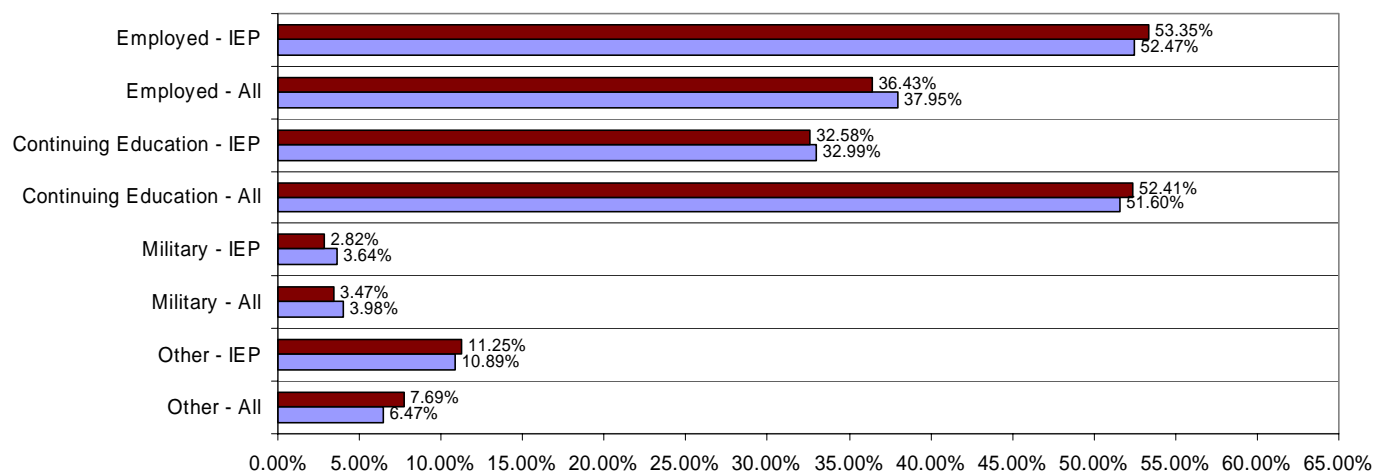
**Six Month Post-Graduate Follow-Up
Percents in Follow-Up Categories
Students with Disabilities (SWD) and All Students
2003 Graduates**



**Post-Graduation Follow-up by District Groupings
2003 Graduates - IEP Only**



**Post-Vocational Program Follow-Up - IEP and All Students
Graduation Years 2002 and 2003***



Graduate follow-up data show that the percent of students with disabilities employed or enrolled in continuing education has remained stable over the past three years. Slight decreases in the percent employed/enrolled are due to increased reporting in the Unknown/Unable to Locate category. Differences between all students and students with disabilities have also remained stable with a larger percentage of students with disabilities being employed and a larger percentage of all students enrolled in four year colleges.

Monitoring Data:

The following monitoring data provide information on the number of districts reviewed each year and the number and percent that were found out of compliance at the initial review. The last column "Number not cleared" represents the number of districts with noncompliance that was not corrected as of the most recent follow-up review. Several district follow-up reviews are not yet due for districts with initial reviews in 2003-04; those districts are not reflected in the number not cleared. Procedures for clearing the remaining noncompliance are detailed in GS.I.

Narrative Response 300300 – The agency identifies and makes available a variety of appropriate community work experiences for children with disabilities.

	Total Districts/ Agencies Reviewed	Number out of compliance (initial)	Percent out of compliance (initial)	Number not cleared
2001-02	0			
2002-03	78	3	3.8%	0
2003-04	89	4	4.5%	0

Performance Data 201700 – The percentage of students with disabilities employed or enrolled in continuing education six months post graduation will increase or be maintained at a high level

	Total Districts/ Agencies Reviewed	Number not met	Percent not met
2001-02	0		
2002-03	71	27	38.0%
2003-04	83	26	31.3%

Indicator B 106710 – A statement of transition service needs (age 14+) addresses anticipated post-secondary goals or career choices.

	Total Districts/ Agencies Reviewed	Number out of compliance (initial)	Percent out of compliance (initial)	Number not cleared
2001-02	89	14	15.7%	0
2002-03	87	20	23.0%	8
2003-04	95	30	31.6%	3

Indicator B 106720 -- A statement of transition service needs (age 14+) includes the proposed courses related to the post-secondary goal(s).

	Total Districts/ Agencies Reviewed	Number out of compliance (initial)	Percent out of compliance (initial)	Number not cleared
2001-02	89	19	21.3%	1
2002-03	87	31	35.6%	15
2003-04	95	47	49.5%	7

Interview 306800 – Results of interview indicate district staff DID have an overall understanding of transition services.

	Total Districts/ Agencies Reviewed	Number out of compliance (initial)	Percent out of compliance (initial)	Number not cleared
2001-02	37	2	5.4%	0
2002-03	38	5	13.2%	0
2003-04	30	9	30.0%	0

Indicator B 105600 -- Child invited/attends IEP meeting.

	Total Districts/ Agencies Reviewed	Number out of compliance (initial)	Percent out of compliance (initial)	Number not cleared
2001-02	90	15	16.7%	0
2002-03	83	11	13.3%	0
2003-04	97	9	9.3%	0

Indicator B 106800 -- A statement of the needed transition services (age 16+): addresses needed transition services in one or more areas; addresses a coordinated set of activities; activities or goals are written; student's needs, preferences and interests considered

	Total Districts/ Agencies Reviewed	Number out of compliance (initial)	Percent out of compliance (initial)	Number not cleared
2001-02	82	13	15.9%	1
2002-03	73	17	23.3%	5
2003-04	81	30	37.0%	5

Interview 306400 –Results of interview indicate students with IEPs DO have access to vocational education classes.

	Total Districts/ Agencies Reviewed	Number out of compliance (initial)	Percent out of compliance (initial)	Number not cleared
2001-02	37	5	13.5%	0
2002-03	37	3	8.1%	0
2003-04	23	3	13.0%	0

Indicator B 104520 -- If purpose includes transition, students 14 years and up are invited to attend the IEP meeting.

	Total Districts/ Agencies Reviewed	Number out of compliance (initial)	Percent out of compliance (initial)	Number not cleared
2001-02	90	13	14.4%	1
2002-03	85	16	18.8%	2
2003-04	96	21	21.9%	2

Monitoring data show that districts are found out of compliance in the area of secondary transition. Several monitoring indicators continue to have districts out of compliance for more than one year, and the procedures described in GS.I are being implemented to assist districts in achieving compliance or sanctions will be imposed. In addition to the procedures to correct noncompliance, secondary transition has been identified as a systemic issue in GS.II and was selected as a priority area for improvement planning and focused monitoring efforts.

Professional Development

Training/Event Title	Districts attending prior to 2003-04	Unduplicated Districts for 2003-04	Did Not Attend this Event Prior to 2003-04	Did Attend this Event Prior to 2003-04
Measurable Goals and Objectives	146	63	44	19

See BF.II for more information on the relationship between MGO training and monitoring data.

2. Targets (for reporting period July 1, 2003 through June 30, 2004):

Benchmarks and Targets were established in Missouri's Improvement Plan. A specific benchmark was not identified for the 2003-2004 school year, however, progress will be assessed by determining progress towards the 2005 benchmark.

Percentage of graduates with disabilities who are employed or continuing education six months post-graduation

Year	IEP Students
2005	84.6% Benchmark
2008	90.0% Target

Source: Missouri Special Education Improvement Plan, July 2003

Notes: Based on percent of total graduates

3. Explanation of Progress or Slippage (for reporting period July 1, 2003 through June 30, 2004):

The percent of 2003 graduates who were reported as employed or continuing education six month post-graduation was 72.7 percent which is more than 10 percent less than the projected target for 2005. This discrepancy is largely the result of the failure to report follow-up data for over 13 percent of the graduates. Districts who have not reported follow-up for graduates are being contacted, and it is likely that when reporting nears 100 percent, the percent employed/enrolled will reach the target for 2005.

The following provides a summary of efforts in the area of secondary transition since the last APR. Due to the multi-year plan for many activities, progress on partially completed activities is incorporated in the Future Activities section below.

Professional Development

Secondary transition was established as a focus area by the Special Education Advisory Panel in April 2003. Since that time, several professional development trainings related to secondary transition have been developed and are being implemented. In addition to other modules, DESE is contracting with its PTI, the Missouri Parent's Act (MPACT), to adapt the *Transition to Empowered Lifestyles* curriculum into an on-line format.

Improvement Planning/State Improvement Grant

Missouri was awarded a State Improvement Grant (SIG) August 2004. SIG dollars were earmarked to address secondary transition. In order to allocate SIG dollars for transition, districts were ranked by graduation and dropout rates, along with other factors. Approximately 30 districts were selected and notified that they were eligible to use SIG awards for professional development or programs to increase secondary transition outcomes. These districts are working with the special education consultants to analyze data in order to develop improvement plans at which time the SIG awards can be used to implement the improvement plans.

Focused Monitoring Pilot

Simultaneously to identifying districts for SIG assistance, Missouri was working to create a pilot process for focused monitoring of which secondary transition is a focus area. Seven districts that had been identified through the SIG analysis were having district accreditation reviews during 2004-05, and were therefore selected for the focused monitoring pilot process. DESE staff are currently conducting the focused monitoring reviews which include data analysis, file reviews and interviews with students, parents and district staff.

Both the SIG improvement planning process and the focused monitoring process will be evaluated at the end of 2004-05 and district progress will be monitored over the next several years.

4. Projected Targets (for next reporting period July 1, 2003 through June 30, 2004 and on going):

Percentage of graduates with disabilities who are employed or continuing education six months post-graduation

Year	IEP Students
2005	84.6% Benchmark
2008	90.0% Target

Source: Missouri Special Education Improvement Plan, July 2003

Notes: Based on percent of total graduates

5 & 6. Future Activities to Achieve Projected Targets/Results and Projected Timelines and Resources:

See also GS.I

Cluster/ Probe	Improvement Strategies	Benchmarks/Activities	Timeline	Resources
BT	Develop and implement professional development curriculum including: <ul style="list-style-type: none"> • Empowerment for Life: Teaching Self-Determination Strategies for Effective Transition • <i>Transition to Empowered Lifestyles</i> • Differentiating Career & Technical Instruction for Students with Disabilities and Other Learning Needs 	Curriculum developed	Completed	<u>Section Responsibility:</u> Effective Practices <u>Funding Type:</u> Part B SIG
		RPDC special education consultants and trainers have been trained in the curriculum	Completed	
		Coordinated plan for providing training to general and special education staff has been developed	Completed	
		Teacher training sessions concluded/Training in RPDC regions have been conducted and/or training available on-line	2005-2006	
		Impact of training evaluated	2006-2007	
		Curriculum expanded if necessary	2006-2007	
BT	Collaborate with the Division of Career and Technical Education to develop strategies to embed information on students with disabilities in vocational and adult counseling coursework	Meeting convened with Vocational and Adult Education representatives	2005-2006	<u>Section Responsibility:</u> Effective Practices <u>Funding Type:</u> Part B
		Workgroup convened to develop strategies and timelines	2005-2006	
		Appropriate areas in existing coursework identified to embed strategies	2005-2006	
		Coursework provided with newly embedded strategies	2006-2007	
BT	Collaborate with the Division of Career and Technical Education and local school district counselors to increase awareness of agency services that can help assist educators in providing appropriate programming for students with disabilities	Meeting convened to identify agency services available	2005-2006	<u>Section Responsibility:</u> Effective Practices <u>Funding Type:</u> Part B
		Dissemination system developed that includes a variety of medias	2005-2006	
		Marketing system developed	2005-2006	

Cluster/ Probe	Improvement Strategies	Benchmarks/Activities	Timeline	Resources
BT	Conduct a session with Institutions of Higher Education (IHE) to train on identified curricula	Participating IHEs identified	Completed	<u>Section</u> <u>Responsibility:</u> Effective Practices <u>Funding Type:</u> Part B SIG
		Meeting convened	Completed	
		Curricula aligned with MOSTEP competencies if needed	Completed	
		Training sessions conducted with participating IHEs	Completed	
		System developed for including identified curricula into IHE coursework	2005-2006	
BT	Expand DESE, Division of Special Education's website on transition resources	Data reviewed to identify need areas for expansion	2005-2006	<u>Section</u> <u>Responsibility:</u> Effective Practices Data Coordination <u>Funding Type:</u> Part B
		Research-based practices identified	Ongoing	
		Content organized to correspond with performance indicators	2005-2006	
		Family resources identified to correspond with performance indicators	2005-2006	
BT	Collaborate with DESE, Divisions of Vocational Rehabilitation and Career and Technical Education to develop linked web resources for students with disabilities	Joint plan developed to link information with DESE Divisions of Career and Technical Education, Special Education, Vocational Rehabilitation, and M.O. Independent Living Centers	2005-2006	<u>Section</u> <u>Responsibility:</u> Effective Practices <u>Funding Type:</u> Part B
		Joint plan to link transition web resources with family organizations	2005-2006	
		Joint plan to expand linkages with other adult service agencies	2005-2006	
BT	Collaborate with Vocational Rehabilitation COOP programs and other DESE divisions to establish a usable system of vocational placement and program participation data to enable districts to make data-based transition programming decisions	Other DESE divisions to be involved identified	2005-2006	<u>Section</u> <u>Responsibility:</u> Data Coordination <u>Funding Type:</u> Part B
		Meeting convened to determine what is needed to modify existing system	2005-2006	
		System developed	2005-2006	
		System implemented	2005-2006	
BT	Collaborate with other state agencies in developing and implementing a system for sharing data for purposes of planning for appropriate educational services for students with disabilities	Agencies who provide services to students with disabilities identified	2004-2005	<u>Section</u> <u>Responsibility:</u> Effective Practices Data Coordination <u>Funding Type:</u> Part B
		Meeting convened with identified agencies to determine what data is collected by each	2004-2005	
		Methods established to share data between agencies	2005-2006	

Cluster/ Probe	Improvement Strategies	Benchmarks/Activities	Timeline	Resources
BT	Collaborate with the University of Kansas Transition Coalition to create a web-based multi-state system to provide technical assistance and training in the area of transition	Meeting convened to determine what is needed to set up system	2004-2005	<u>Section Responsibility:</u> Effective Practices Data Coordination <u>Funding Type:</u> Part B SIG
		Web-based system developed	2004-2005	
		Web-based system implemented	2005-2006	
		Field test of on-line curricula conducted	2006-2007	
BT	Collaboration between DESE and the Missouri Statewide Independent Living Council to include in the State Independent Living Council's state plan statewide activities for transition services for students with disabilities	Meet with State Independent Living Centers to discuss common issues	2005-2006	<u>Section Responsibility:</u> Effective Practices <u>Funding Type:</u> Part B
		Meeting conducted with statewide Independent Living Centers, statewide Independent Living Council, and districts of Special Education to show results of independent living grants	2005-2006	
		Collaborative plan developed between LEAs and Independent Living Centers	2005-2006	
		State Independent Living Centers review/revise their state plan to include similar services for LEAs to access	2006-2007	
		Collaborative plan between LEAs and Center for Independent Living regarding technical assistance, appropriate services, and peer counseling developed and implemented	2006-2007	
BT	Implement training on quality transition plans and planning	Determine appropriate training and adopt/adapt or develop	2005-2006	<u>Section Responsibility:</u> Effective Practices <u>Funding Type:</u> Part B
		Train Regional Technical Assistance Coaches	2005-2006	
		Implement training	2006	

Annual Performance Report	
*Number of goals/indicators consistent with those for students who are nondisabled	16
Total number of goals/indicators for student who are disabled	25
Percent of goals/indicators consistent with those for students who are nondisabled	64%

ATTACHMENT 1
Cluster Area General Supervision
Dispute Resolution – Complaints, Mediations and Due Process Hearing Baseline/Trend Data

Ia: Formal Complaints								
(1) July 1, 2003 - June 30, 2004	(2) Number of Complaints	(3) Number of Complaints with Findings	(4) Number of Complaints with No Findings	(5) Number of Complaints not Investigated – Withdrawn or No Jurisdiction	(6) Number of Complaints Set Aside Because Same Issues being Addressed in a Due Process Hearing	(7) Number of Complaints with Decisions Issued within 60 Calendar Days	(8) Number of Complaints Resolved beyond 60 Calendar Days, with a Documented Extension	(9) Number of Complaints Pending as of: 2/5/05 (enter closing date for dispositions)
TOTALS	154	78	67	9	0	122	23	0

Ib: Mediations					
(1) July 1, 2003 - June 30, 2004	Number of Mediations		Number of Mediation Agreements		(6) Number of Mediations Pending as of: 2/5/05 (enter closing date for dispositions)
	(2) Not Related to Hearing Requests	(3) Related to Hearing Requests	(4) Not Related to Hearing Requests	(5) Related to Hearing Requests	
TOTALS	0	11	0	6	0

Ic: Due Process Hearings					
(1) July 1, 2003 – June 30, 2004	(2) Number of Hearing Requests	(3) Number of Hearings Held (fully adjudicated)	(4) Number of Decisions Issued within Timeline under 34 CFR §300.511	(5) Number of Decisions within Timeline Extended under 34 CFR §300.511(c)	(6) Number of Hearings Pending as of: 2/5/05 (enter closing date for dispositions)
TOTALS	96	11	0	11	0

ATTACHMENT 2
Cluster Area IV: Free Appropriate Public Education in the Least Restrictive Environment

Disproportionality Baseline/Trend Data

Risk Ratios for All Children with Disabilities, Ages 6 Through 21					
	American Indian/ Alaska Native	Asian/Pacific Islander	Black (not Hispanic)	Hispanic	White (not Hispanic)
All Disabilities	0.66	0.41	1.22	0.60	0.93
Risk Ratios for Disability Categories ¹					
	American Indian/ Alaska Native	Asian/Pacific Islander	Black (not Hispanic)	Hispanic	White (not Hispanic)
Mental Retardation	0.87	0.39	2.23	0.60	0.53
Specific Learning Disabilities	0.64	0.29	1.36	0.66	0.85
Emotional Disturbance	0.67	0.17	2.11	0.35	0.58
Speech or Language Impairments	0.59	0.58	0.72	0.64	1.48
Other Health Impairments	0.60	0.28	0.82	0.34	1.43
Autism	1.00	1.49	0.86	0.51	1.17
Risk Ratios for Other Disability Categories					
	American Indian/ Alaska Native	Asian/Pacific Islander	Black (not Hispanic)	Hispanic	White (not Hispanic)
Hearing Impairments					
Visual Impairments					
Orthopedic Impairments					
Deaf-Blindness					
Multiple Disabilities					
Traumatic Brain Injury					
Developmental Delay					
Risk Ratios for Educational Environment Categories					
	American Indian/ Alaska Native	Asian/Pacific Islander	Black (not Hispanic)	Hispanic	White (not Hispanic)
Outside Regular Class <21%	0.84	1.07	0.83	0.91	1.20
Outside Regular Class 21-60%	1.33	0.77	0.85	1.12	1.15
Outside Regular Class >60%	1.01	0.95	2.31	1.11	0.45
Combined Separate Facilities ²	1.01	1.84	2.03	1.15	0.49

¹ At a minimum, States should examine these six disability categories. If a State has previously identified a problem, or if a State has reason to believe that there are issues with other disability categories (i.e., written complaints, due process filings, etc.), then the State should explore the remaining disability categories as necessary.

² Combined Separate Facilities includes public and private residential facilities; public and private separate schools, and home/hospital environments.

ATTACHMENT 3

ATTACHMENT 3
REPORT OF THE PARTICIPATION AND PERFORMANCE OF STUDENTS WITH DISABILITIES ON STATE
ASSESSMENTS BY CONTENT AREA, GRADE, AND TYPE OF ASSESSMENT

STATE: MISSOURI

SECTION A. ENROLLMENT DATA FOR THE MATH ASSESSMENT¹

GRADE LEVEL	STUDENTS WITH IEPs (1)	ALL STUDENTS (2)
3		
4	10,490	66,652
5		
6		
7		
8	10,857	72,037
HIGH SCHOOL (SPECIFY GRADE: 10)	8,981	66,128

¹At a date as close as possible to the testing date.

ATTACHMENT 3
REPORT OF THE PARTICIPATION AND PERFORMANCE OF STUDENTS WITH DISABILITIES ON STATE
ASSESSMENTS BY CONTENT AREA, GRADE, AND TYPE OF ASSESSMENT

PAGE 2 OF 18

STATE: MISSOURI

SECTION B. PARTICIPATION OF STUDENTS WITH DISABILITIES ON MATH ASSESSMENT

GRADE LEVEL	STUDENTS WITH DISABILITIES WHO TOOK REGULAR ASSESSMENT ON GRADE LEVEL ACHIEVEMENT STANDARDS			
	TOTAL (3)	SUBSET WHO TOOK THE ASSESSMENT WITH ACCOMODATIONS (3A)	SUBSET WITH CHANGES TO THE ASSESSMENT THAT INVALIDATED THEIR SCORE ¹ (3B)	SUBSET WHOSE ASSESSMENT RESULTS WERE INVALID ² (3C)
3				
4	10092	7486	0	23
5				
6				
7				
8	10396	8592	0	84
HIGH SCHOOL (SPECIFY GRADE: 10)	8560	6815	0	114

¹ Changes to the assessment that invalidate a score are changes in testing materials or procedures that enable a student to participate in the assessment, but result in a score that is not deemed by the State to be comparable to scores received by students without these changes. In some States these changes are called modifications or nonstandard administrations.

² Invalid results are assessment results that cannot be used for reporting and or aggregation due to problems in the testing process (e.g. students do not take all portions of the assessment or students do not fill out the answer sheet correctly).

ATTACHMENT 3
REPORT OF THE PARTICIPATION AND PERFORMANCE OF STUDENTS WITH DISABILITIES ON STATE
ASSESSMENTS BY CONTENT AREA, GRADE, AND TYPE OF ASSESSMENT

PAGE 3 OF 18

STATE: MISSOURI

SECTION B. PARTICIPATION OF STUDENTS WITH DISABILITIES ON MATH ASSESSMENT

GRADE LEVEL	STUDENTS WITH DISABILITIES WHO TOOK OUT OF GRADE LEVEL ASSESSMENT		
	TOTAL (4)	SUBSET WITH CHANGES TO THE ASSESSMENT THAT INVALIDATED THEIR SCORE ¹ (4A)	SUBSET WHOSE ASSESSMENT RESULTS WERE INVALID ² (4B)
3			
4	0		
5			
6			
7			
8	0		
HIGH SCHOOL (SPECIFY GRADE: 10)	0		

¹ Changes to the assessment that invalidate a score are changes in testing materials or procedures that enable a student to participate in the assessment, but result in a score that is not deemed by the State to be comparable to scores received by students without these changes. In some States these changes are called modifications or nonstandard administrations.

² Invalid results are assessment results that cannot be used for reporting and or aggregation due to problems in the testing process (e.g. students do not take all portions of the assessment or students do not fill out the answer sheet correctly).

ATTACHMENT 3
 REPORT OF THE PARTICIPATION AND PERFORMANCE OF STUDENTS WITH DISABILITIES ON STATE
 ASSESSMENTS BY CONTENT AREA, GRADE, AND TYPE OF ASSESSMENT

PAGE 4 OF 18

STATE: MISSOURI

SECTION B. PARTICIPATION OF STUDENTS WITH DISABILITIES ON MATH ASSESSMENT (CONTINUED)

GRADE LEVEL	STUDENTS WITH DISABILITIES WHO TOOK ALTERNATE ASSESSMENT				
	TOTAL (5)	SUBSET WHOSE ALTERNATE WAS SCORED AGAINST GRADE LEVEL STANDARDS (5A)	SUBSET WHOSE ALTERNATE WAS SCORED AGAINST ALTERNATE ACHIEVEMENT STANDARDS (5B)	SUBSET COUNTED AT THE LOWEST ACHIEVEMENT LEVEL BECAUSE OF THE NCLB CAP ³ (5C)	SUBSET WHOSE ASSESSMENT RESULTS WERE INVALID ⁴ (5D)
3					
4	159	0	159	0	6
5					
6					
7					
8	144	0	144	0	4
HIGH SCHOOL (SPECIFY GRADE: 10)	0				

³ NCLB cap is the limit on the percent of students whose scores can be held to alternate achievement standards in AYP calculations.

⁴ Invalid results are assessment results that cannot be used for reporting and or aggregation due to problems in the testing process (e.g. students do not take all portions of the assessment or students do not fill out the answer sheet correctly).

ATTACHMENT 3
REPORT OF THE PARTICIPATION AND PERFORMANCE OF STUDENTS WITH DISABILITIES ON STATE
ASSESSMENTS BY CONTENT AREA, GRADE, AND TYPE OF ASSESSMENT

PAGE 5 OF 18

STATE: MISSOURI

SECTION B. PARTICIPATION OF STUDENTS WITH DISABILITIES ON MATH ASSESSMENT (CONTINUED)

GRADE LEVEL	STUDENTS WHO DID NOT TAKE ANY ASSESSMENT		
	PARENTAL EXEMPTIONS (6)	ABSENT (7)	NOT ASSESSED FOR OTHER REASONS ⁵ (8)
3			
4	0	37	202
5			
6			
7			
8	0	126	191
HIGH SCHOOL (SPECIFY GRADE: 10)	0	195	226

⁵ Students included in the "Not Assessed" category include students who were eligible to take the alternate assessment, but who did not submit a portfolio for one of two reasons: 1-In 2004, the MAP Alternate (MAP-A) was assessed at grades 4, 8 and 11. Previously, the MAP-A was assessed at ages 9, 13 and 17. When the DESE made the transition from age eligibility to grade eligibility, students that were grade eligible in 2004 were not required to participate in the assessment if he/she had been assessed in one of the prior two years. 2-In 2004, the MAP-A was not required for grades 3, 7 and 10. A contract is in place, and alternate assessments are being developed that will correspond to all MAP assessments by 2006.

ATTACHMENT 3

PAGE 6 OF 18

REPORT OF THE PARTICIPATION AND PERFORMANCE OF STUDENTS WITH DISABILITIES ON STATE
ASSESSMENTS BY CONTENT AREA, GRADE, AND TYPE OF ASSESSMENT

STATE: MISSOURI

SECTION C. PERFORMANCE OF STUDENTS WITH DISABILITIES ON MATH ASSESSMENT

REGULAR ASSESSMENT ON GRADE LEVEL (9A)											
GRADE LEVEL	TEST NAME	Advanced Achievement Level ¹	Proficient Achievement Level	Proficient Nearing Achievement Level	Progressing Achievement Level	Step 1 Achievement Level	Achievement Level	Achievement Level	Achievement Level	Achievement Level	9A ROW TOTAL ²
3											
4	Missouri Assessment Program (MAP)	364	1988	4203	2778	736					10069
5											
6											
7											
8	MAP	6	131	1406	3738	5031					10312
HIGH SCHOOL (SPECIFY GRADE: 10)	MAP	6	113	795	2477	5055					8446

LOWEST ACHIEVEMENT LEVEL CONSIDERED PROFICIENT: Proficient

¹ Include all students whose regular assessment score was in the lowest achievement level plus all students who received a score but changes to the assessment invalidated their score (column 3C).

² The total number of students reported by achievement level in 9A is to equal the number reported in column 3 minus the number reported in columns 3C.

REPORT OF THE PARTICIPATION AND PERFORMANCE OF STUDENTS WITH DISABILITIES ON STATE ASSESSMENTS BY CONTENT AREA, GRADE, AND TYPE OF ASSESSMENT

STATE: MISSOURI

SECTION C. PERFORMANCE OF STUDENTS WITH DISABILITIES ON MATH ASSESSMENT (CONTINUED)

ALTERNATE ASSESSMENT ON GRADE LEVEL STANDARDS (9B)											
GRADE LEVEL	TEST NAME	Achievement Level ³	Achievement Level	Achievement Level	Achievement Level	Achievement Level	Achievement Level	Achievement Level	Achievement Level	Achievement Level	9B ROW TOTAL ⁴
3											
4											
5											
6											
7											
8											
HIGH SCHOOL (SPECIFY GRADE: 10)											

LOWEST ACHIEVEMENT LEVEL CONSIDERED PROFICIENT: Proficient

³ Include all students whose score on the alternate assessment on grade level standards was in the lowest achievement level plus all students who received a score but changes to the assessment invalidated their score.

⁴ The total number of students reported by achievement level in 9B is to equal the number reported in column 5A minus that portion of 5D that includes students whose assessment scored on grade level standards was invalid.

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REPORT OF THE PARTICIPATION AND PERFORMANCE OF STUDENTS WITH DISABILITIES ON STATE
ASSESSMENTS BY CONTENT AREA, GRADE, AND TYPE OF ASSESSMENT

STATE: MISSOURI

SECTION C. PERFORMANCE OF STUDENTS WITH DISABILITIES ON MATH ASSESSMENT (CONTINUED)

ALTERNATE ASSESSMENT SCORED AGAINST ALTERNATE STANDARDS (9C)											
GRADE LEVEL	TEST NAME	Proficient	Nearing Proficient	Progressing	Step 1						9C ROW TOTAL ⁶
		Achievement Level ⁵	Achievement Level	Achievement Level	Achievement Level	Achievement Level	Achievement Level	Achievement Level	Achievement Level	Achievement Level	
3											
4	Missouri Assessment Program-Alternate (MAP-A)	95	42	11	5						153
5											
6											
7											
8	MAP-A	88	32	12	8						140
HIGH SCHOOL (SPECIFY GRADE: 10)	MAP-A	0	0	0	0						0

LOWEST ACHIEVEMENT LEVEL CONSIDERED PROFICIENT: Proficient

⁵ Include all students whose assessment counted in the lowest achievement level because of the NCLB cap plus all students who received a score but changes to the assessment invalidated their score.

⁶ The total number of students reported by achievement level in 9C is to equal the number reported in column 4 plus the number reported in column 5B minus the number reported in columns 4B and that portion of 5D that includes students whose alternate assessment scored on alternate standards was invalid.

ATTACHMENT 3
REPORT OF THE PARTICIPATION AND PERFORMANCE OF STUDENTS WITH DISABILITIES ON STATE
ASSESSMENTS BY CONTENT AREA, GRADE, AND TYPE OF ASSESSMENT

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STATE: MISSOURI

SECTION C. PERFORMANCE OF STUDENTS WITH DISABILITIES ON MATH ASSESSMENT (CONTINUED)*

	TOTAL FOR COLUMN 9A (ON PAGE 4)	TOTAL FOR COLUMN 9B (ON PAGE 5)	TOTAL FOR COLUMN 9C (ON PAGE 6)	NO VALID SCORE ⁷ (10)	TOTAL ⁸ (11)
GRADE LEVEL					
3					
4	10069	0	153	268	10490
5					
6					
7					
8	10312	0	140	405	10857
HIGH SCHOOL (SPECIFY GRADE: 10)	8446	0	0	535	8981

⁷ The number of students reported in column 10 is to equal the number reported in column 3C plus column 4B plus column 5D plus column 6 plus column 7 plus column 8.

⁸ The number of students reported in column 11, the row total, should equal the number of students with IEPs reported in Section A. If the number of students is not the same, provide an explanation.

ATTACHMENT 3
 REPORT OF THE PARTICIPATION AND PERFORMANCE OF STUDENTS WITH DISABILITIES ON STATE
 ASSESSMENTS BY CONTENT AREA, GRADE, AND TYPE OF ASSESSMENT

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STATE: MISSOURI

SECTION D. ENROLLMENT DATA FOR THE READING ASSESSMENT¹

GRADE LEVEL	STUDENTS WITH IEPs (1)	ALL STUDENTS (2)
3	10,166	65,150
4		
5		
6		
7	11,170	73,310
8		
HIGH SCHOOL (SPECIFY GRADE: 11)	7,251	59,955

¹At a date as close as possible to the testing date.

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REPORT OF THE PARTICIPATION AND PERFORMANCE OF STUDENTS WITH DISABILITIES ON STATE
ASSESSMENTS BY CONTENT AREA, GRADE, AND TYPE OF ASSESSMENT

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STATE: MISSOURI

SECTION E. PARTICIPATION OF STUDENTS WITH DISABILITIES ON READING ASSESSMENT

GRADE LEVEL	STUDENTS WITH DISABILITIES WHO TOOK REGULAR ASSESSMENT ON GRADE LEVEL ACHIEVEMENT STANDARDS			
	TOTAL (3)	SUBSET WHO TOOK THE ASSESSMENT WITH ACCOMODATIONS (3A)	SUBSET WITH CHANGES TO THE ASSESSMENT THAT INVALIDATED THEIR SCORE ¹ (3B)	SUBSET WHOSE ASSESSMENT RESULTS WERE INVALID ² (3C)
3	9905	6425	0	96
4				
5				
6				
7	10827	9089	0	173
8				
HIGH SCHOOL (SPECIFY GRADE: 11)	6809	5318	0	140

¹ Changes to the assessment that invalidate a score are changes in testing materials or procedures that enable a student to participate in the assessment, but result in a score that is not deemed by the State to be comparable to scores received by students without these changes. In some States these changes are called modifications or nonstandard administrations.

² Invalid results are assessment results that cannot be used for reporting and or aggregation due to problems in the testing process (e.g. students do not take all portions of the assessment or students do not fill out the answer sheet correctly).

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REPORT OF THE PARTICIPATION AND PERFORMANCE OF STUDENTS WITH DISABILITIES ON STATE
ASSESSMENTS BY CONTENT AREA, GRADE, AND TYPE OF ASSESSMENT

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STATE: MISSOURI

SECTION E. PARTICIPATION OF STUDENTS WITH DISABILITIES ON READING ASSESSMENT

GRADE LEVEL	STUDENTS WITH DISABILITIES WHO TOOK OUT OF GRADE LEVEL ASSESSMENT		
	TOTAL (4)	SUBSET WITH CHANGES TO THE ASSESSMENT THAT INVALIDATED THEIR SCORE ¹ (4A)	SUBSET WHOSE ASSESSMENT RESULTS WERE INVALID ² (4B)
3	0		
4			
5			
6			
7	0		
8			
HIGH SCHOOL (SPECIFY GRADE: 11)	0		

¹ Changes to the assessment that invalidate a score are changes in testing materials or procedures that enable a student to participate in the assessment, but result in a score that is not deemed by the State to be comparable to scores received by students without these changes. In some States these changes are called modifications or nonstandard administrations.

² Invalid results are assessment results that cannot be used for reporting and or aggregation due to problems in the testing process (e.g. students do not take all portions of the assessment or students do not fill out the answer sheet correctly).

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REPORT OF THE PARTICIPATION AND PERFORMANCE OF STUDENTS WITH DISABILITIES ON STATE
ASSESSMENTS BY CONTENT AREA, GRADE, AND TYPE OF ASSESSMENT

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STATE: MISSOURI

SECTION E. PARTICIPATION OF STUDENTS WITH DISABILITIES ON READING ASSESSMENT (CONTINUED)

GRADE LEVEL	STUDENTS WITH DISABILITIES WHO TOOK ALTERNATE ASSESSMENT				
	TOTAL (5)	SUBSET WHOSE ALTERNATE WAS SCORED AGAINST GRADE LEVEL STANDARDS (5A)	SUBSET WHOSE ALTERNATE WAS SCORED AGAINST ALTERNATE ACHIEVEMENT STANDARDS (5B)	SUBSET COUNTED AT THE LOWEST ACHIEVEMENT LEVEL BECAUSE OF THE NCLB CAP ³ (5C)	SUBSET WHOSE ASSESSMENT RESULTS WERE INVALID ⁴ (5D)
3	0	0	0	0	0
4					
5					
6					
7	0	0	0	0	0
8					
HIGH SCHOOL (SPECIFY GRADE: 11)	196	0	196	0	7

³ NCLB cap is the limit on the percent of students whose scores can be held to alternate achievement standards in AYP calculations.

⁴ Invalid results are assessment results that cannot be used for reporting and or aggregation due to problems in the testing process (e.g. students do not take all portions of the assessment or students do not fill out the answer sheet correctly).

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ASSESSMENTS BY CONTENT AREA, GRADE, AND TYPE OF ASSESSMENT

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STATE: MISSOURI

SECTION E. PARTICIPATION OF STUDENTS WITH DISABILITIES ON READING ASSESSMENT (CONTINUED)

GRADE LEVEL	STUDENTS WHO DID NOT TAKE ANY ASSESSMENT		
	PARENTAL EXEMPTIONS (6)	ABSENT (7)	NOT ASSESSED FOR OTHER REASONS ⁵ (8)
3	0	26	235
4			
5			
6			
7	0	106	237
8			
HIGH SCHOOL (SPECIFY GRADE: 11)	0	174	72

⁵ Students included in the "Not Assessed" category include students who were eligible to take the alternate assessment, but who did not submit a portfolio for one of two reasons: 1-In 2004, the MAP Alternate (MAP-A) was assessed at grades 4, 8 and 11. Previously, the MAP-A was assessed at ages 9, 13 and 17. When the DESE made the transition from age eligibility to grade eligibility, students that were grade eligible in 2004 were not required to participate in the assessment if he/she had been assessed in one of the prior two years. 2-In 2004, the MAP-A was not required for grades 3, 7 and 10. A contract is in place, and alternate assessments are being developed that will correspond to all MAP assessments by 2006.

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REPORT OF THE PARTICIPATION AND PERFORMANCE OF STUDENTS WITH DISABILITIES ON STATE
ASSESSMENTS BY CONTENT AREA, GRADE, AND TYPE OF ASSESSMENT

STATE: MISSOURI

SECTION F. PERFORMANCE OF STUDENTS WITH DISABILITIES ON READING ASSESSMENT

REGULAR ASSESSMENT ON GRADE LEVEL (9A)											
GRADE LEVEL	TEST NAME	<u>Advanced</u> Achievement Level ¹	<u>Proficient</u> Achievement Level	<u>Nearing Proficient</u> Achievement Level	<u>Progressing</u> Achievement Level	<u>Step 1</u> Achievement Level	<u></u> Achievement Level	<u></u> Achievement Level	<u></u> Achievement Level	<u></u> Achievement Level	9A ROW TOTAL ²
3	Missouri Assessment Program (MAP)	59	1966	3987	2563	1234					9809
4											
5											
6											
7	MAP	9	711	2475	3463	3996					10654
8											
HIGH SCHOOL (SPECIFY GRADE: 11)	MAP	0	93	1121	1686	3769					6669

LOWEST ACHIEVEMENT LEVEL CONSIDERED PROFICIENT: Proficient

¹ Include all students whose regular assessment score was in the lowest achievement level plus all students who received a score but changes to the assessment invalidated their score (column 3C).² The total number of students reported by achievement level in 9A is to equal the number reported in column 3 minus the number reported in columns 3C.

REPORT OF THE PARTICIPATION AND PERFORMANCE OF STUDENTS WITH DISABILITIES ON STATE ASSESSMENTS BY CONTENT AREA, GRADE, AND TYPE OF ASSESSMENT

STATE: MISSOURI

SECTION F. PERFORMANCE OF STUDENTS WITH DISABILITIES ON READING ASSESSMENT (CONTINUED)

ALTERNATE ASSESSMENT ON GRADE LEVEL STANDARDS (9B)											
GRADE LEVEL	TEST NAME	Achievement Level ³	Achievement Level	Achievement Level	Achievement Level	Achievement Level	Achievement Level	Achievement Level	Achievement Level	Achievement Level	9B ROW TOTAL ⁴
3											
4											
5											
6											
7											
8											
HIGH SCHOOL (SPECIFY GRADE: _____)											

LOWEST ACHIEVEMENT LEVEL CONSIDERED PROFICIENT: _____

³ Include all students whose score on the alternate assessment on grade level standards was in the lowest achievement level plus all students who received a score but changes to the assessment invalidated their score.

⁴ The total number of students reported by achievement level in 9B is to equal the number reported in column 5A minus that portion of 5D that includes students whose assessment scored on grade level standards was invalid.

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REPORT OF THE PARTICIPATION AND PERFORMANCE OF STUDENTS WITH DISABILITIES ON STATE
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STATE: MISSOURI

SECTION F. PERFORMANCE OF STUDENTS WITH DISABILITIES ON READING ASSESSMENT (CONTINUED)

ALTERNATE ASSESSMENT SCORED AGAINST ALTERNATE STANDARDS (9C)											
GRADE LEVEL	TEST NAME	Proficient	Nearing	Progressing	Step 1						9C ROW TOTAL ⁶
		Achievement Level ⁵	Proficient Achievement Level	Achievement Level	Achievement Level	Achievement Level	Achievement Level	Achievement Level	Achievement Level	Achievement Level	
3	Missouri Assessment Program – Alternate (MAP-A)	0	0	0	0						0
4											
5											
6											
7	MAP-A	0	0	0	0						0
8											
HIGH SCHOOL (SPECIFY GRADE: 11)	MAP-A	143	31	11	4						189

LOWEST ACHIEVEMENT LEVEL CONSIDERED PROFICIENT: Proficient

⁵ Include all students whose assessment counted in the lowest achievement level because of the NCLB cap plus all students who received a score but changes to the assessment invalidated their score.⁶ The total number of students reported by achievement level in 9C is to equal the number reported in column 4 plus the number reported in column 5B minus the number reported in columns 4B and that portion of 5D that includes students whose alternate assessment scored on alternate standards was invalid.

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STATE: MISSOURI

SECTION F. PERFORMANCE OF STUDENTS WITH DISABILITIES ON READING ASSESSMENT (CONTINUED)

	TOTAL FOR COLUMN 9A (ON PAGE 4)	TOTAL FOR COLUMN 9B (ON PAGE 5)	TOTAL FOR COLUMN 9C (ON PAGE 6)	NO VALID SCORE ⁷ (10)	TOTAL ⁸ (11)
GRADE LEVEL					
3	9809	0	0	357	10166
4					
5					
6					
7	10654	0	0	516	11170
8					
HIGH SCHOOL (SPECIFY GRADE: 11)	6669	0	189	393	7251

⁷ The number of students reported in column 10 is to equal the number reported in column 3C plus column 4B plus column 5D plus column 6 plus column 7 plus column 8.

⁸ The number of students reported in column 11, the row total, should equal the number of students with IEPs reported in Section A. If the number of students is not the same, provide an explanation.